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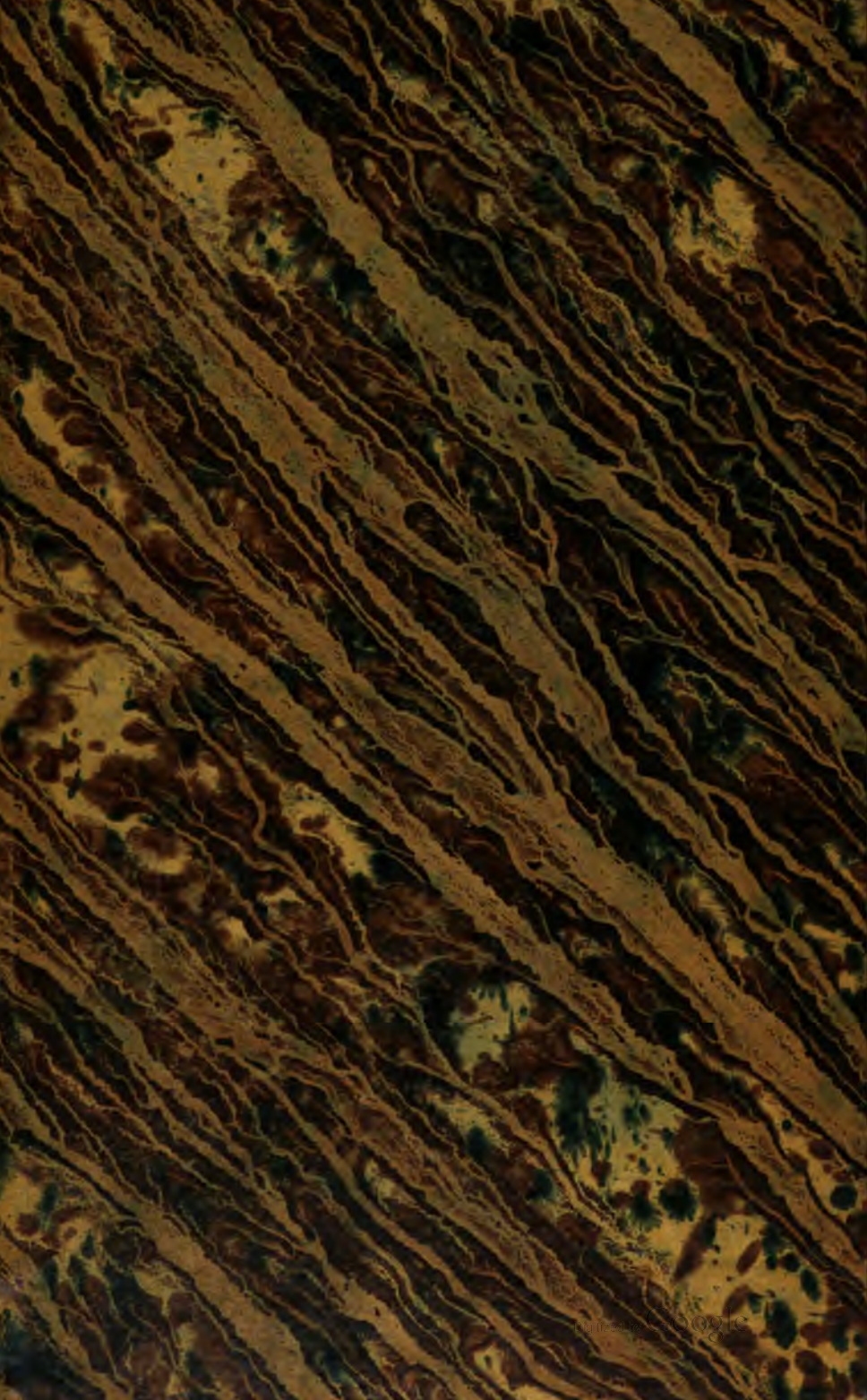
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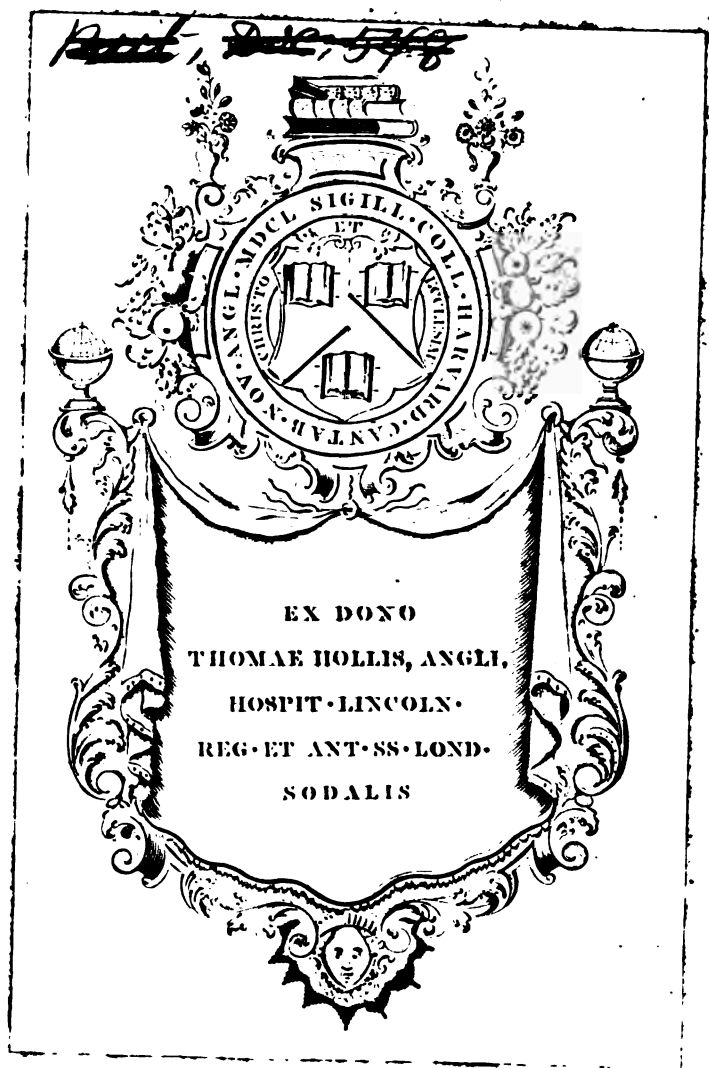
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SEVENTEENTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND.
(FOR THE YEAR 1850.)
VOL. I.
WITH APPENDICES A, B, C, D, E, F, & G.

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VOL. I. 1850

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COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND.
(FOR THE YEAR 1850.)
VOL. I.
WITH APPENDICES A, B, C, D, E, F, & G.

Presented to both Houses of Parliament by Command of Her Majesty.

FOR H. M. STATIONERY OFFICE.
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CONTENTS

97

VOL. I. OF SEVENTEENTH REPORT.

REPORT,	Page 1
-------------------	-----------

APPENDIX A.

Correspondence with Messrs. Longman and Co. and John Murray, on the publication of School Books by the Commissioners of National Education,	1
---	---

APPENDIX B.

I. Account of the Receipts and disbursements of the Commissioners of National Education, from the 1st April, 1850, to the 31st March, 1851,	32
II. Table showing the progressive Increase in the National Schools, and the Number of Children in attendance upon them, from the date of the First Report of the Commissioners to the 31st December, 1850,	38
III. Table showing the Increase in the National Schools, and the Number of Children in attendance upon them, during the year 1850, as compared with the preceding year,	38
IV. Table showing in what Provinces the 237 New Schools, taken into connexion during the year 1850, are situated, and the nature of the Grants awarded to them,	39
V. Table showing the Number of National Schools in each Province, whether in Operation, in progress of Building, or Suspended, with their actual and expected Attendances,	39
VI. Table showing the Number of Workhouse Schools in connexion with the Board, on the 31st December, 1850, and the Provinces in which they are situated, included in Table V. of Schools in Operation,	39
VII. Table showing the Number of Teachers Trained during the Year 1850, for National Schools, and for Schools not National, distinguishing the Religious Denominations of each,	40
VIII. Table showing the Amount and Nature of Grants paid and Grants awarded to National Schools during the Year 1850,	40
IX. Rules and Regulations of the Commissioners of National Education, and Directions for making Application for Aid towards the Building of School-houses, or for the Support of Schools,	41

APPENDIX B—continued.		Page
X. Forms of Lease and Assignment:		
No. 1. Form of Lease to Commissioners of National Education in their Corporate capacity,		63
No. 2. Form of Assignment or Conveyance of National School Premises by Trustees, to the Commissioners of National Education in their Corporate capacity,		67
XI. List of Works Published by the Board, with their Prices:		
No. 1. List of Works, with the reduced Prices at which they are sold to National Schools,		69
No. 2. List of Works, with the reduced Prices at which they are sold to Poor Schools not in connexion with the Board,		71
No. 3. List of the Works, with the Prices at which they are sold to the Public by their Agents,		73
XII. Gratuitous Stock,		76

APPENDIX C.

I. Head Inspectors' Reports upon Schools Inspected during the Year:	
No. 1. Report upon Schools Inspected in the Months of November and December, 1850, by Edward Butler, Esq., A.M., Head Inspector of National Schools,	79
No. 2. Report on Schools inspected at intervals, in the year 1850, by Wm. M'Creedy, Esq., Head Inspector of National Schools,	84
No. 3. Report on Schools Inspected in the Year 1850, by James W. Kavanagh, Esq., Head Inspector of National Schools,	124
No. 4. Report upon Schools Inspected in the Year 1850, during portions of the Months of January, April, May, June, July, and December, by James Patten, Esq., M.D., Head Inspector of National Schools,	190
II. Head Inspectors' Reports on District Model Schools:	
No. 1. Report by James Patten, Esq., M.D., Head Inspector, on the Bailieboro' District Model Schools,	210
No. 2. Report on the Clonmel District Model Schools, by James W. Kavanagh, Esq., Head Inspector of National Schools,	232

APPENDIX D.

I. Report on Agricultural Schools, by Dr. Kirkpatrick:	
No. 1. Report of Dr. Kirkpatrick, Agricultural Inspector,	253
II. Appendix to the foregoing:	
No. 1. Statistics of Agricultural Schools,	277
No. 2. Rules for Formation and Management of Industrial Classes at Agricultural Schools,	280
No. 3. Prospectus of Glasnevin Agricultural Training Establishment,	280
No. 4. Syllabus of a Course of Lectures delivered at Glasnevin Agricultural Training Establishment,	284
No. 5. Extracts from "Gleanings in the West of Ireland," by the Hon. and Rev. S. Godolphin Osborne,	287
Extracts from Visitor's book, at Glasnevin Farm,	288
No. 6. Report of Mr. Donaghy, Superintendent of the Glasnevin Model Farm,	291
No. 7. Report on Dangan Auxiliary Workhouse Farm,	314
No. 8. Letter from E. Senior, Esq., Poor Law Inspector,	318
No. 9. Report on Glasnevin Industrial School,	317
Report on Glasnevin Model Farm School,	319
No. 10. Report on Dunmanway Model Farm,	320
No. 11. Report on Markethill Model Farm,	326
No. 12. Report on Loughash Model Farm,	334
No. 13. Report on Larne Model Farm,	340
No. 14. Report on Ballinakill Model Farm,	353
No. 15. Report on Glandore Model Farm,	359
No. 16. Report on Mt. Trenchard Central Model Farm,	362
No. 17. Report on Sallybank Model Farm,	364
No. 18. Report on Kyle Park Model Farm,	366

CONTENTS.

vii

APPENDIX D—continued.		Page
No. 19. Report on Bailieboro' District Model Farm,		370
No. 20. Report on Hollywood Model Farm,		373
No. 21. Report on Rahan Model Farm,		379
No. 22. Report on Gormanstown Agricultural Model Farm,		384
No. 23. Report on Delgany Model Farm,		389
No. 24. Report on Dundrod Model Farm,		382
No. 25. Report on Fivemiletown Model Farm,		394
No. 26. Report on Dromiskin Model Farm,		397
No. 27. Report on Belvoir Model Farm,		398
No. 28. Report on Derrycastle Model Farm,		399
No. 29. Report on Farraby Model Farm,		401
No. 30. Report on Tervoe Model Farm,		401
No. 31. Report on Woodstock Model Farm,		408
No. 32. Report on Bath Model Farm,		
Circular—Forms of Returns of Statistics and Cropping of the National Agricultural School Farms,		405
Return No. 1,		406
Return No. 2,		407

APPENDIX E.

Reports of District Inspectors on Industrial and Evening Schools :

I. Industrial Schools :

No. 1. Report on Ballymena Industrial School,	411
No. 2. Report on Belfast Lancasterian Industrial School,	412
No. 3. Report on Carrickmacross Central Industrial School,	414
No. 4. Report on Kinsale Industrial School,	418
No. 5. Report on Thurles Industrial School,	420
No. 6. Report on St. Mary's Industrial School,	423
No. 7. Report on the Industrial Department of the West Dublin Model Female School,	424
No. 8. Report on King's-Inn-street Female Industrial School,	425
No. 9. Report on Charleville Female Industrial School,	427
No. 10. Report on SS. Peter and Paul's Industrial School,	429
No. 11. Report on Killarney Female Industrial School,	430
No. 12. Report on Mallow Female Industrial School,	431
No. 13. Report on the Industrial Department of the Model Female School, Marlborough-street,	432
No. 14. Report on Sligo Female Industrial School,	434
No. 15. Report on Clonakilty Female Industrial School,	435
No. 16. Report on Rahoon Female Industrial School,	436
No. 17. Report on Castlehackett Female Industrial School,	438
No. 18. Report on Claddagh Industrial School,	439

II. Evening Schools :

No. 1. Report on Limerick Adult Evening Schools,	440
--	-----

III.

No. 1. Report on Lectures delivered at the Clonmel District Model School, by E. S. Clarke, Esq., M.D., M.R.I.A., District Inspector,	443
---	-----

APPENDIX F.

Reports of Head Inspectors on the propriety of Establishing Maritime Schools in connexion with the National Schools :

I. Reports of Head Inspectors on above :

No. 1. Report of Edward Butler, Esq., A.M., Head Inspector of National Schools,	459
No. 2. Report of W. M'Creedy, Esq., Head Inspector of National Schools,	461
No. 3. Report of J. W. Kavanagh, Esq., Head Inspector of National Schools,	462
No. 4. Report of James Patten, Esq., Head Inspector of National Schools,	474

APPENDIX G.

Page

Summaries and Tables appended to a Return made to "Order of House of Commons, dated 2nd April, 1850," requiring a List of the *Vested* and *Non-Vested* Schools under the National Board, on the 31st December, 1850, with the Names and Professions of their respective Patrons or Correspondents.

No. I. Summary in Provinces of the Number of <i>Vested</i> Schools on the 31st December, 1850, showing the number of Schools <i>Vested</i> , the nature of their Security, the Number of School-rooms with Roll Nos. in these Houses, and the nature of Attendances in these Rooms,	477
No. II. Summary in Provinces of the Number of <i>Non-Vested</i> National Schools, on the 31st December, 1850,	478
No. III. Summary in Provinces of the Total Number of School-rooms with Roll Nos. in <i>Vested</i> and <i>Non-Vested</i> Houses, on the 31st December, 1850,	478
No. IV. Table in Provinces, showing the number of National Schools <i>Vested</i> in Trustees, or in the Board, under the management of Clergymen, of Laymen, or of Clergymen and Laymen conjointly; distinguishing the Religious Denominations of the Patrons or Correspondents of those Schools, which are under the sole management of Clergymen of one Denomination,	479
No. V. Tabular Return, arranged in Provinces, showing Number of <i>Non-Vested</i> National Schools, under the management of Clergymen, of Laymen, or of Clergymen and Laymen conjointly; distinguishing the Religious Denominations of the Patrons or Correspondents of those Schools which are under the sole management of Clergymen of one Denomination,	479
No. VI. Tabular Return, arranged in Provinces, showing the Number of <i>Vested</i> and <i>Non-Vested</i> National Schools, under the management of Clergymen, of Laymen, or of Clergymen and Laymen conjointly; distinguishing the Religious Denominations of the Patrons or Correspondents of those Schools which are under the sole management of Clergymen of one Denomination,	480

THE
SEVENTEENTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND.
(FOR THE YEAR 1850.)

TO HIS EXCELLENCY GEORGE WILLIAM FREDERICK EARL OF CLARENDON, K.G.,
LORD LIEUTENANT-GENERAL, AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

I.—1. WE, the Commissioners of National Education in Ireland, beg leave to submit to your Excellency this our Seventeenth Report.

II.—2. *Number of Schools in operation.*—On the 31st of December, 1849, we had 4,321 schools in operation, which were attended by 480,623 children. At the close of the year 1850, the number of schools in operation was 4,547, and of pupils on the rolls, 511,239, showing an increase in the schools in operation of 226; and an increase in the attendance for the year 1850, as compared with the year 1849, of 30,616 children.

3. *Increase in the attendance of Children in 1850.*—This increase in the number of children on the rolls must be regarded as very encouraging, when the various causes are considered, which have contributed for the last four years to diminish the population of Ireland.

4. *Building Grants.*—In addition to the 4,547 schools in operation, there are 160 schools not yet in operation, towards which, at various times, we have made building grants; of these grants 46 (involving liabilities to the extent of £2,982 4s. 7d.) were made during the past year. When these 160 schools shall have been completed, and in operation, they will afford accommodation to 15,343 additional pupils.

5. *Total number of Schools.*—The number of schools struck off the rolls, during the year 1850, for the various reasons specified in the Appendix, was 154;* 12 schools are suspended, which may hereafter be re-opened; and 287 new schools were added to the list. The number of our schools on the 31st December, 1850, was 4,719, including those in operation, those suspended, and those towards the building of which we have promised aid. The actual and expected attendance in these 4,719 schools would amount to 526,582.

6. *Steady Increase in the number of Schools.*—The following table shows the number of National Schools, together with the number of children in attendance therein, as specified in our several Reports, to the 31st of December, 1850. From this Return it will be seen, that there has been a steady increase in the attendance at the National Schools every year, except in 1847 and 1849, the decrease in which years is attributable to the causes already adverted to in previous Reports.

No. and Date of Report.	No. of Schools in operation.	No. of Children on the Rolls.
No. 1, 31st December, 1833,	789	107,042
No. 2, 31st March, 1835,	1,106	145,521
No. 3, do. 1836,	1,181	153,707
No. 4, do. 1837,	1,300	166,029
No. 5, do. 1838,	1,384	169,548
No. 6, 31st December, 1839,	1,581	192,971
No. 7, do. 1840,	1,978	232,560
No. 8, do. 1841,	2,337	281,849
No. 9, do. 1842,	2,721	319,792
No. 10, do. 1843,	2,912	355,320
No. 11, do. 1844,	3,153	395,550
No. 12, do. 1845,	3,426	432,844
No. 13, do. 1846,	3,637	456,410
No. 14, do. 1847,	3,825	402,632
No. 15, do. 1848,	4,109	507,469
No. 16, do. 1849,	4,321	480,623
No. 17, do. 1850,	4,547	511,239

7. The total attendance in 1850 of 511,239 children, in the 4,547 schools in operation, gives an average, on the rolls, of $112\frac{1}{2}$ to each school.

8. *Number of National Schools in each Province, with the number of Children in attendance.*—The following summary

* Of the 154 schools struck off the roll during the year, 85 belonged to the class of Operation Schools. To the remaining 69 schools grants for building had from time to time been awarded; which grants were cancelled for various reasons during the year 1850.

exhibits the number of National Schools, in each province, on the 31st of December, 1850, and the number of children on the rolls, for the half-year ending the 30th of September, 1850, distinguishing those schools which were in operation, those to which we have promised building grants, and those suspended :

Province.	Schools in operation, with their attendance on the Rolls, as returned by the Managers, for the half-year ending the 30th September, 1850.		Schools to which building grants have been promised, with the number of Scholars they will accommodate when completed.		Suspended Schools.	Total number of schools in connexion, on the 31st December, 1850.
	No. of Schools.	Attendance.	No. Building.	Attendance.		
Ulster, .	1,833	150,908	38	8,499	—	1,871
Munster, .	1,085	150,238	39	8,781	—	1,074
Leinster, .	1,124	188,058	30	2,778	4	1,158
Connaught	555	63,249	53	5,285	8	616
Total, .	4,547	502,508*	160	15,343	12	4,719

9. *Return of new Schools in 1850, arranged in Provinces.*
—Annexed is a tabular Return of the 287 schools taken into connexion during the year, showing the number in each province, with the nature of the aid granted :

Province.	Salary and Books.	Workhouse Schools, Books only.	Towards building and furnishing.	Total.
Ulster, . .	88	—	11	99
Munster, . .	42	6	11	61
Leinster, . .	59	—	15	74
Connaught, . .	88	6	9	93
Total, . .	227	14	46	287

10. *Amount of Grants to new Schools in 1850.*—It will be seen from the foregoing tables, that we have promised aid to build and furnish 160 schools. Many of these have been for some time in progress, and will be soon completed : others have been only recently commenced : and, towards the erec-

* There was, in addition to this number, an attendance of 8,781 children in schools, to which salaries have been granted during the three months from the 30th of September to the 31st December, 1850, making the total attendance on the rolls 511,239.

tion of the remainder, no steps have yet been taken. The outstanding Grants, made in various years, to these 160 schools, amount to £12,701 11s. In addition to these, we awarded grants of salaries and books to 227 new schools in 1850.

11. *Number of Schools brought into operation in 1850, towards the erection of which the Commissioners had made Grants.*—There were 70 new schools opened during the year, towards the erection of which we had made grants. These are included in the 4,547 schools in operation on the 31st of December, 1850, and their names will be found inserted in a special list in the Appendix.

III.—12. *Total number of vested and non-vested Schools, with the Names, Occupations, and Religious Denominations of the Clerical Patrons or Correspondents.*—We have prepared a return (pursuant to an order of the House of Commons) showing the number of vested and non-vested schools, on the 31st of December, 1850, a list of which is contained in our Appendix. In this return we give the names of the Patrons or Correspondents of the schools, with a statement of their occupations, and of the religious denominations of the clerical Patrons or Correspondents. Of the non-vested schools (to which we make grants of salary and books only) there were, 3,076; and of the vested schools (towards the erection of which we have either given or promised aid) 1,643.

13. *Repairs of Schools vested in the Board.*—Since our last Report we have incurred additional liabilities, under the head of repairs of National Schools, to the amount of £1,423 8s. 3d. Many of the school-houses transferred to us, as we stated in our last Report, “were in so dilapidated a state, that they will require to be rebuilt. This has been occasioned by the default of the Trustees, who, notwithstanding our repeated remonstrances, have neglected to fulfil the trust. In order, however, to keep the expense of repairing National Schools within proper limits, we shall require that, in all future cases, before accepting transfers of school-houses, one of the Clerks of Works, whom we now employ, shall inspect the state of the premises; and if it appear from his report, that a considerable expenditure would be necessary to put them into suitable repair, we shall decline to accept the transfer until the school-houses be first put into a proper condition by local funds, after which we shall undertake to defray the cost of all subsequent repairs.”

14. *Applications for Grants to new Schools.*—The number of applications for grants to new schools, in the year 1850,

was 424. To 287 of these we promised the requisite assistance, either for building, or for salaries and books. The remaining 137 applications were rejected for various reasons, of which official records are kept. We are happy to state, that the number of applications received, during the present year (1851), for aid towards the establishment of new schools, continues to be very considerable.

IV.—15. *Amount of Salaries paid to National Teachers.*—The total amount of salaries paid to National teachers, for the year ending 31st of December, 1850, was £66,964 2s. 4d.; being an increase, as compared with 1849, of £6,567 17s. 8d. Under this head we do not include the salaries of paid monitors, gratuities to workhouse teachers, or premiums for cleanliness, which are stated separately in another part of this Report, and amount to £1,985 11s. 8d.; making a total sum of salaries and gratuities, during the year, of £68,949 14s.

16. *Further increase in Teachers' salaries.*—We stated in our last Report the steps we had taken since 1847, to increase, by a small amount each year, the rates of salaries to the National Teachers. We added, last year, one pound to the salaries of each division of the second and third class teachers. If the increase, which we have included in our estimate for the year 1851, should be granted by Parliament, we intend making the following further augmentations in the rates of salaries to the three divisions of the first class of male teachers; to the probationary teachers, as well as to the assistant teachers, both male and female; and to the workmistresses. These, and all other augmentations referred to in this Report, will take effect from the 1st of April, 1851, provided, as we have stated, the requisite means be placed at our disposal.

17. *Present and Proposed Scales of Salaries.*—The following are the present and proposed scales of salaries:—

		<i>Present Scale.</i>			
		Males.	Females.		
First Class,	{ 1st Division, . . .	£30	£24	per annum.	
	{ 2nd Do.	25	20	"	
	{ 3rd Do.	22	18	"	
Second Class,	{ 1st Division, . . .	21	16	"	
	{ 2nd Do.	19	15	"	
Third Class,	{ 1st Division, . . .	17	14	"	
	{ 2nd Do.	15	13	"	
Probationary Teachers, . . .		10	9	"	
Assistant Teachers, . . .		10	9	"	
Mistresses to teach Needlework, . . .		—	6	"	

Proposed Scale—To date from the 1st of April, 1851.

		Males.	Females.
First Class,	{ 1st Division, . . .	£85 . . .	£24 per annum.
	{ 2nd Do.	28 . . .	20 "
	{ 3rd Do.	24 . . .	18 "
Second Class,	{ 1st Division, . . .	21 . . .	16 "
	{ 2nd Do.	19 . . .	15 "
Third Class,	{ 1st Division, . . .	17 . . .	14 "
	{ 2nd Do.	15 . . .	13 "
Probationary Teachers, . . .		11 . . .	10 "
Assistant Teachers, if qualified for Probationary Class only, . . .		11 . . .	10 "
Do. if qualified for any Division of a higher Class, . . .		15 . . .	13 "
Mistresses to teach Needlework, . . .		— . . .	8 "

18. *Quarterly payments to Teachers.*—The experiment of paying the salaries of our teachers quarterly, instead of half-yearly, has been tried since the 1st of July, 1850, in conformity with the regulations explained in our last Report. This arrangement has given the greatest satisfaction, and has, practically, been equivalent to a considerable increase of the teachers' salaries.

19. *Paid Monitors.*—The amount paid under this head of expenditure, for the year 1850, was £1,339 1s. 8d.; and the number of paid monitors, at the close of the year, was 255, of which two-thirds were males, and one-third females.

20. *Increase in the number and salaries of paid Monitors.*—Our plan for the remuneration of paid monitors continues to produce beneficial results. After full consideration, we have resolved upon making a further increase in their number, and in the amount of their salaries, to date from the 1st of April, 1851. We subjoin the old and new scales of salary to Paid Monitors.

Old Scale of Salaries to Paid Monitors—Six Males and Three Females in each District:—

For the 1st year, . . .	£4	For the 3rd year, . . .	£6
" 2nd do.	£5	" 4th do.	£7

New Scale—Eight Male and Four Female Monitors in each District:—

1st year, . . .	£4	8rd year, . . .	£7
2nd "	£5	4th "	£8

V.—21. *Alteration in the wording of the Lease of the Commissioners respecting the removal of Teachers of Schools, by direction of the Managers.*—According to our rules, the

appointment of teachers has always rested with the Patrons or Managers, subject to our approval, and to them, also, has at all times been given the unquestioned right of dismissal of their own authority. Our attention having been directed to the language used with regard to this point in a particular clause of our lease for vested schools, we have felt it our duty to remove all doubts by making the following alteration in the lease :—

Old Form of Lease.

"And whereas the management of such schools belongs to the respective local patrons thereof, who have the power of appointing and of removing the teachers subject to the approbation of the said Commissioners."

New Form of Lease.

"And whereas the management of such schools belongs to the respective local patrons thereof, who have the power of appointing the teachers (subject to the approbation of the said Commissioners), and of removing them of their own authority."

We have also added the following words to Rule 1, Section 5, relative to the appointment of teachers :—

Old.

"The appointment of teachers rests with the local Patrons and Committees of schools; but the Commissioners are to be satisfied with the fitness of each both as to character and qualification;" and, &c.

New.

WORDS ADDED AFTER "QUALIFICATION."
"and the local Patrons have the power of removing the teachers of their own authority."

The above alterations are contained in the Rules and Lease as published in the Appendix.

VI.—22. *Amount of the Sales of Books to National Schools.*—The receipts for books sold to National Schools, at reduced prices, in the year 1849, was £5,081 13s. The amount received in 1850, was 5,401 5s. 4d., being an increase over the preceding year of £319 12s. 4d.

23. *Value of Free Stock.*—The estimated value of the grants of books given as free stock, in 1850, was £7,162 17s. 11d., being a decrease upon the previous year of £1,280 10s.

24. *Sale of National School Books in Great Britain and Ireland, and in the Colonies.*—The demand for our National

School books in England, Scotland, Wales, and the Colonies, in 1850, was greater, on the whole, than in the previous year. The sales to the Committee of Council on Education amounted to £1,902 0s. 9d.; to schools for the poor, in Great Britain and Ireland, not connected with our Board, and not receiving aid from it, or the Committee of Privy Council, £773 11s. 3d.; to schools of a similar description in the Colonies, £1,229 18s. 11d.; to the Work-house schools in England, £110 6s. 3d.; to Factory schools, £16 1s. 5d.; to the National Society, £105 12s. 6d.; to Her Majesty's Stationery Office, for the use of prisoners and convicts, £135; and to the public generally, through our agents, £3,735 13s. 10d. The total amount of sales, therefore, to these various societies and schools, exclusive of the sum received for the sale of books to National Schools in Ireland, was £8,008 4s. 11d.

25.—*Correspondence of Messrs. Longman and Co., and John Murray, with the Right Honorable Lord John Russell, M.P.*—Our attention having been drawn to the correspondence of Messrs. Longman and Co., and Mr. John Murray, with the Right Hon. Lord John Russell, on the subject of the publication of school books by government, at the public expense, and your Excellency having requested us to report thereon for your information, we prepared a statement on the subject, which was transmitted, by your Excellency's direction, to Lord John Russell, and communicated by him, together with a letter from himself, to the Messrs. Longman. This correspondence will be found in the Appendix. Our proceedings and views, relative to the important question at issue, are fully stated therein. We have shown that, in accordance with our uniform practice, the only schools to which we sell our books *at a loss* are those in connexion with our own Board, and that we realize *an actual profit*, after the payment of every expense, on the sale of books to *all other schools*, and to the *public generally*.

26.—*Rule as to the use of the "Scripture Lessons," "Lessons on the Truth of Christianity," and books of "Sacred Poetry."*—Our regulations with regard to the use of the books published or sanctioned by us, continue, in some quarters, to be misunderstood, although those regulations have been printed in our annual reports and other official documents. We conceive it necessary, therefore, to insert in our present Report the rules bearing on this subject, which

will be found in section II, paragraphs 11 and 8, of our general regulations.

“The use of the books published by the Commissioners is not *compulsory*; but the titles of all other books which the Conductors of Schools intend for the ordinary School business, are to be reported to the Commissioners, and none are to be used to which they object; but they prohibit such only as may appear to them to contain matter objectionable in itself, or objectionable for *common* instruction, as peculiarly belonging to some particular religious denomination.”

“The Commissioners do not *insist* on the Scripture Lessons being read in any of the National Schools, nor do they allow them to be read during the time of secular or literary instruction, in any School attended by Children whose parents or guardians object to their being so read. In such case the Commissioners prohibit the use of them, except at the times of religious instruction, when the persons giving it may use these books, or not, as they think proper.”

In reference to the latter rule, we think it right to state, in order to prevent misconception, that it also applies to the use of the “Lessons on the Truth of Christianity,” and to our book of “Sacred Poetry.” We have further to state, that the Managers of our Schools have now the privilege of selecting their grants of Free Stock from the *whole* list of books supplied by us, and, therefore, they may choose such of them as they most approve of, and omit any to which they object. We employ no means to influence the judgment of the Patrons of schools in this respect; and when we issue our free grants of books, it is mentioned in our circular, that it is not *obligatory* on the Managers to use *any* of them.

27. *Increase in the number and amount of Premiums for the encouragement of Cleanliness.*—The arrangement for giving premiums to teachers for the encouragement of cleanliness works so satisfactorily, that we intend to increase both the amount and the number of those premiums, from the 1st of April, 1851. The sum expended, in the past year, under this head, amounted to £475. The following scales show the extent of the proposed arrangement:—

Old Scale.

Nine Premiums.—Total sum allocated to each District, £14 10s.

One of £3.

Two of £2.

Three of £1 10s. each.

Three of £1 each

<i>New Scale.</i>			
In each District,	One	Premium of	£4.
"	Two	do.	of £3.
"	Five	do.	of £1 10s.
"	Five	do.	of £1.

Being a total in each District of £22 10s., and thirteen premiums.

VII.—28. *Model Schools in Dublin.*—The number of pupils on the rolls of our Model Schools, upon the 30th of September, 1850, was—males, 596; females, 433; infants, 371; making a total of 1,400. The daily average attendance has, at various times, in the course of the year 1850, exceeded 1,100.

29. *Teaching of Drawing from Models, and instruction in Vocal Music.*—The experiment announced in our Fourteenth Report, of the introduction into our schools in Marlborough-street, of the system of Drawing from Models, continues to be successful. We have also introduced it into one of our District Model Schools, and have still under consideration the propriety of extending it to the special class of Female Teachers in training, to the Paid Monitors, and to a number of the most advanced pupils attending our Female Model School. The Singing Department, upon the Hullah System, has been conducted to our satisfaction. A considerable number of the trained teachers have received certificates of competency from our instructor in vocal music, and they have introduced it into their respective schools.

VIII.—30. *Religious instruction to the Pupils of the Model Schools and the Teachers in training.*—We deem it again expedient to republish the statement made in former Reports regarding the arrangement for giving religious instruction to the pupils of the Model Schools, and the teachers in training, which is as follows:—"The arrangements for the separate religious instruction of the children of all persuasions attending these schools, and also of the teachers in training, continue to be carried into effect every Tuesday, under their respective clergymen. Previously to the arrival of the clergyman, each of the teachers in training is employed in giving catechetical and other religious instruction to a small class of children belonging to his own communion. These teachers attend their respective places of worship on Sundays; and every facility is given, both

before and after Divine Service, as well as at other times, for their spiritual improvement, under the directions of their clergy."

81. *Number of Teachers trained.*—We trained, during the year, and supported at the public expense, 272 National Teachers, of whom 185 were males, and 87 were females. We also trained 81 teachers not connected with National Schools, who supported themselves during their attendance at the Model Schools, making the total number of teachers trained, in 1850, 303. Of the 272 teachers of National Schools, trained during the year, 15 were of the Established Church, 41 Presbyterians, and 214 Roman Catholics, and 2 Dissenters of different denominations. The total number of male and female teachers trained from the commencement of our proceedings to the 31st of December, 1850, is 2,861. We do not include in this latter number those teachers who, at the time of their training, were unconnected with National Schools.

82. Tabular Return showing the classification of the Teachers trained during the year—

Class.	Division.	Male Teachers.	Female Teachers.	Total No. of Male and Female Teachers in each Class and Division.
		No.	No.	
1st	3rd	1	1	2
2nd	1st	10	10	20
2nd	2nd	51	22	73
3rd	1st	86	38	124
3rd	2nd	37	16	53
Total,		185	87	272

83. The number of Teachers of National Schools, including Assistants and Work-mistresses, on the 31st March, 1851, was 4,636. The following Table shows the classification of these Teachers, Male and Female—

Teachers.	1st. Class.	2nd. Class.	3rd. Class.	Probationers.	Assistants.	Work-mistresses.	Total.
Males.	349	781	1,267	773	74	—	3,244
Females,	122	263	422	827	56	197	1,392
	471	1,049	1,689	1,100	130	197	4,636

84. *Application to Parliament for a grant to extend our Male and Female Training Establishments.*—We have again applied to Parliament for the means of erecting a new Training establishment for Male teachers, in the rear of our grounds in Marlborough-street; and for a grant to provide additional accommodation for conducting, upon a more extensive scale, the industrial education of our female teachers in training. Should the required sum be granted, it is our intention to commence the buildings during the present year.

IX.—35. *Number of Workhouse Schools.*—*Gratuities to Workhouse Schools.*—At the close of the year 1849, we had 111 Workhouse Schools under our Board. On the 31st of December, 1850, the number was 124, being an increase of 13 as compared with the preceding year. Of these schools, 28 are in Ulster, 43 in Munster, 29 in Leinster, and 24 in Connaught. The total amount of gratuities to these schools, in 1850, was £171 10s. We feel it necessary again to recommend to the Poor Law Commissioners, and local Guardians the expediency of adopting prompt and effective measures for the further improvement of these useful schools by means of a more liberal remuneration of the teachers, a judicious division of their duties, and an adequate supply of books and school apparatus.

36. Our practice of awarding gratuities to the Workhouse teachers, on the recommendation of the District Inspectors, has, we have reason to believe, been so beneficial in its results, that we have resolved to increase the number of those gratuities according to the following scale—

Male Teachers.

1st Class Gratuities, increased from 10 to 20 at £6 each.
2nd " " " " 10 " 20 " £4 "

Female Teachers,

1st Class Gratuities, increased from 10 to 20 at £5 each.
2nd " " " " 10 " 20 " £3 "

37. *West Dublin Model Schools.*—The number of children on the rolls was, on the 28th September, 1850, 572. We gave a detailed account in the Appendix to our last Report of the working of these schools. We have lately adopted new arrangements with respect to their management which, we trust, will render them still more useful to the locality where they are situated. We have recently introduced into the Female School a new industrial department, in

which, in addition to the various branches of plain Needlework, Knitting, &c., the girls are taught the art of Embroidery. Our District Inspector has made a Report on this subject which we insert in the Appendix.

X.—38. *District Model Schools.*—Our District Model Schools continue to attract much public attention, and are in a prosperous condition. We think it unnecessary to enter into any explanation, on the present occasion, of their objects and plan of management. Our last Report contained full details on these points. Two new District Model Schools are in progress of building, one at Athy, in the county of Kildare, and the other in the town of Galway. We are in communication with parties respecting eligible sites in Limerick and Kilkenny, in which places we have resolved upon erecting, during the present year, two additional Schools of this class.

39. *Inspection of Schools.*—We regret to state that our schools continue to labour under the disadvantage of inadequate inspection. Our District Inspectors have at present 4,547 schools in operation under their care, being an average of 134 to each Inspector. Unless the number of Inspectors be increased, it will be impossible that the schools can be visited and examined as frequently as we deem desirable.

40. *Reports of Head Inspectors on Schools visited by them during the year.*—Our Head Inspectors have not been able, from the pressure of other avocations, to inspect a sufficient number of schools during the year. Arrangements will be made, which, we trust, will give them, in future, more time to devote to this portion of their duties, which was the primary object of their appointment. We regret to say, that their reports on the state of the schools they have visited, are, in many essential points, unfavorable. They have made various suggestions for improving the methods of instruction in the schools, and correcting defects in them. Many of these defects are of such a nature as it is not in our power to remove. Others will require time, and well-considered arrangements, on our part, to remove. The time has at length arrived when it will become more necessary to improve our existing schools than to establish new ones; and this object we hope gradually to accomplish by means of increased encouragement to competent teachers of merit and experience, and by means of a more frequent and vigilant inspection of the schools.

XI.—41. *Model Farm at Glasnevin.*—We refer to the Report of our Agricultural Inspector, published in the Appendix, on the present state of our Model Farm at Glasnevin. It will be seen from this document, that the working of the institution, during the past year, has been in a high degree satisfactory. It has been visited by a considerable number of eminent men, thoroughly acquainted with the theory and practice of agriculture, who have recorded their approval of the utility of the establishment, of the efficiency with which it is conducted, and of the great benefit which it is calculated to confer upon the community. The enlargement of the farm, to which we referred in our two last Reports, rendered it necessary that the arrangements for its management should be remodelled. Considerable progress, in this respect, has been made; and when the new farm buildings, now in progress, shall have been completed, we trust it will be in our power to show, in future Reports, a more favorable balance sheet, and to announce that we have a much larger number of agricultural pupils under training. The class has been numerously attended since the date of our last Report; and the names of many candidates for admission remain on our list, for whom, at present, we have not accommodation.

42. *No. of Model Agricultural Schools.*—The following Model Agricultural Schools, 17 in number, are in full operation (being an increase of 4 upon the list the preceding year), and each of them is connected with an Elementary National School:—Larne, county of Antrim; Markethill, Armagh; Hollywood, Down; Carrick, Fermanagh; Bath and Drumhilla, Monaghan; Loughash, Tyrone; Sallybank and Belvoir, Clare; Rahan, King's County; Loughrea and Ballynakill, Galway; Kyle Park, Tipperary; Bailieborough, Cavan; Dunmanway, Glandore, and Farraghy, Cork.

43. The following table shows the provinces in which these Model Agricultural Schools are situated.

Provinces.	Model Agricultural Schools in operation.
Ulster,	8
Munster,	6
Leinster,	1
Connaught,	2
Total,	17

44. Of the above Model Agricultural Schools, 8 have been completed and brought into operation during the year, namely—Bath and Drumhilla, Monaghan; Glandore and Farraghy, Cork. In the case of Drumhilla we have only made a grant of salary to the Agriculturist, and an allowance for two Agricultural boarders, the Patron, Mr. Foster, having incurred the whole expense of erecting suitable farm buildings.

45. *Grants to Additional Model Agricultural Schools.*—We stated in our last Report, that we had made building grants towards the erection of ten other Model Agricultural Schools. Of these three were brought into operation during the year; and the following are either in progress of building, or arrangements have been made for their erection—Dunlewy, Donegal; Mount Trenchard and Tervoe, Limerick; Ardfinnan (now called Gormanstown), and Derry Castle, Tipperary; Woodstock, Kilkenny; Leitrim, Co. Leitrim; Athy, Kildare. The last is added to the list since our last Report, and is intended to be connected with a District Model School in that place, and will be under our exclusive management. Of these schools five are in partial operation, Agriculturists having been appointed, pending the erection of the buildings, to take charge of the farms. When the whole of the Model Agricultural Schools, to which grants have been made, are in full operation, their number will be 25.

46. *Workhouse Agricultural Schools.*—In our Fourteenth Report, we adverted to an Act of Parliament in which power is given to purchase land for the purpose of providing a system of agricultural and other industrial training for pauper children; and we expressed our desire to assist in carrying out this object by giving annual gratuities, not exceeding £15 each, to such of the Agricultural teachers as should distinguish themselves by their zeal and skill in the management of the farms. We have made grants of agricultural works, or awarded gratuities to seven schools of this description. We are anxious to afford all the encouragement in our power to Workhouse Schools under our Board to which agricultural departments are attached; and we trust that the local guardians will take this important question into their serious consideration. We beg to direct the attention of your Excellency to the following extract on this subject from the General Report of Dr. Kirkpatrick, our Agricultural Inspector:—

"I regret to have to state that the number of Workhouses having agricultural departments in connexion with the National Board is so small. I know that in many cases there are farms attached on which the pauper youths are trained to useful labour; but I much fear that the equally important object of imparting to them a knowledge of the principles by which their operations should be conducted is too generally neglected. In the hope of remedying this defect it was proposed by the Commissioners (see Fourteenth Report), to grant *gratuities* to the most deserving Workhouse Agriculturists, when it was anticipated that men of adequate qualifications would be appointed to these situations, and would, by the hope of these rewards, be stimulated to exert themselves zealously in the discharge of their duties, especially, that of instructing the pupils in a correct knowledge of the principles of their profession. I would fain hope that the cause of this apparent apathy may be owing to the intention of the Commissioners not being made sufficiently public; and as the objection is one of serious importance, I beg leave again to direct attention to it in the hope, that those to whom the guardianship of our pauper youth is entrusted may be induced to co-operate with the benevolent views of the Commissioners for the social elevation of these helpless children.

"Where land is attached to a Workhouse and a competent agriculturist appointed to superintend its cultivation by the junior male pauper inmates, as also to *instruct* the latter in the principles of improved agriculture, the Commissioners have decided on granting an annual gratuity of from £10 to £15, according to merit, such gratuity being contingent on the favorable report of the Agricultural Inspectors as to the proficiency of the boys in agricultural knowledge, and the judicious cultivation of the Workhouse farm. This gratuity will be awarded irrespective of the fixed salary granted by the local authorities, and the same person will be eligible for it for any number of years in succession, provided the Agricultural Inspector, at each examination, shall report satisfactorily of the agriculturist's proceedings.

"The Workhouse Schools, to which the Commissioners have made grants during the past year of gratuities to the teachers for giving instruction in agriculture, of sets of books on agricultural subjects, or books *only* are:—

1. Dangan Auxiliary.—Galway Union.
2. Ballyengland Auxiliary.—Rathkeale Union.
3. Carrick-on-Suir.
4. Clones.
5. Larne.
6. Belfast.
7. Glasnevin Auxiliary.—North Dublin Union."

47. *State of ordinary Agricultural Schools.*—The number

of our ordinary Agricultural Schools, to which only two or three acres of land are annexed, has increased to a small extent during the past year. At the present date there are 87 in operation, and several new applications have yet to be disposed of. Eleven of these schools were received into connexion since our last Report, eight have been struck off for various reasons, making an increase of three during this year. The only aid these schools receive from us is an addition of £5 per annum to the master's salary; and, in a limited number of cases, a small weekly sum, not exceeding six pence to each of the pupils who assist in cultivating the plot of ground attached to the school. The teacher generally pays the manager a moderate rent for the farm, and receives the amount of the produce sold.

48. *Number of Ordinary Agricultural Schools.*—We give in the subjoined table the number of Ordinary Agricultural Schools in each province :—

ORDINARY AGRICULTURAL SCHOOLS, ON THE 31ST MARCH, 1861.

Provinces.	Ordinary.
Ulster,	13
Munster,	4
Leinster,	14
Connaught,	6
Total,	37

49. *General Working of the Agricultural Schools.*—We have stated, that the number of our Model and Ordinary Agricultural Schools has not much increased during the year. This arises from our decision having been postponed on many new applications until the working of those schools in operation should have been thoroughly tested, and until those to which we had already made building grants should be open for the reception of pupils. We have on a former occasion expressed our conviction that the course we have deemed it right to pursue with regard to our Agricultural Schools was a judicious one, and we pointed out the advantages which we conceived they would diffuse among the whole mass of the rural population, when brought into

full operation in conformity with the plan explained in our last Report. We have seen as yet no reason for changing our opinions upon this important question. We expect we shall, at no distant period, be in a position to describe more fully the practical working of our Agricultural Schools, and to exhibit satisfactory proofs of their beneficial results. If our anticipations be realised, we shall then be prepared to ask Parliament for the requisite means, which we have not at present, to establish a much larger number of schools in which sound agricultural instruction will be given. As frequent application has been made to us for information respecting the conditions on which we now make grants to Model and Ordinary Agricultural Schools, we have re-published in the appendix the statements on this subject contained in our last Report.

XII.—50. *Glasnevin National School*.—We explained in our Report for 1847, the plan on which we proposed to conduct, for a time, the industrial department of this school; and we stated that we should reserve for future consideration whether the arrangements then in operation for regulating the labour of the garden, might not be so altered as to place under each of the pupils a small allotment which he should be required to cultivate, being permitted to receive a portion of the profit derived from his industry. We have now decided upon trying this experiment, which has succeeded in several cases in England. A portion of the garden has been divided into six equal allotments, which are cultivated by six of the more advanced boys under the direction of the teacher. Each boy is required to keep an accurate account of his receipts and expenditure. The produce of the garden is sold to the Training Establishment for the consumption of the Teachers, or to the inhabitants of the village. The results of this new arrangement shall be stated in our next Report.

51. *Industrial Schools*.—When our last Report was published the number of our Industrial schools was 12. They are principally attended by female pupils who are instructed in various branches of work. There are now 19 Industrial Schools on our list, and many new applications are under consideration. In several of these schools, large supplies of materials are procured from some of the principal manufacturers of embroidery, lace, and sewed muslins, and the children are taught these various species of work. The only aid we grant in such cases is a small salary for a limited period, at the

rate of from eight to twelve shillings a week to competent teachers; their travelling expenses are also defrayed by us, and we have occasionally contributed towards the purchase of frames used in preparing the work. The children are paid a small sum weekly by the manufacturers, who provide the materials, and dispose of the goods for their own pecuniary benefit. We shall watch with attention the progress of this experiment. The Reports of our District Inspectors on its present working will be found in the Appendix. This system is independent of the ordinary instruction in Needlework, given in our schools by work-mistresses, to whom we shall in future pay a salary of £8 per annum, on certain conditions, instead of the present rate of £6 a year.

52. *Maritime Schools.*—We have had under consideration, during the year, the important subject of Maritime Schools. It appears to us desirable, that a limited number of Schools of this description should be established in a few of the most populous towns on the coast of Ireland. A grant of salary to the teachers, and of a sum towards defraying the purchase of suitable instruments and apparatus, comprise the whole amount of aid we propose to give. Before laying down any plan for conducting such schools, we have considered it desirable to call upon our Head Inspectors for a special report on the subject. These have been furnished, and we have published them in the appendix. In our next Report, we shall state the arrangements we have made for imparting instruction on maritime subjects to some of the children attending our ordinary National Schools.

XIII.—53. *Explanation of Rule as to Religious Instruction.*—We called the attention of your Excellency, in our last Report, to the explanations which we had felt it necessary to give in our Reports for 1844 and 1847, respecting the subject of religious instruction in the National Schools, and also to the following new order thereon, which we deemed it expedient to make for carrying out more effectually the Rule as to the notification of the time for giving religious instructions, as set forth in the 9th paragraph of section 2 of our Rules and Regulations.

“First—That the public notification of the time for religious instruction shall be inserted in large letters in the ‘Time Table’ supplied by the Commissioners to all National Schools; and the Commissioners

strongly recommend that, as far as may be practicable, the general nature of such religious instruction shall be also stated on the 'Time Table.'

"Secondly—That the 'Time Table' shall be kept constantly hung up in a conspicuous place in the school-room.

"Thirdly—That, in order 'that no child be compelled to receive, or to be present at, any religious instruction to which his parents or guardians object,' the teacher shall immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and shall, at the same time, put and keep up, during the period allotted to such religious instruction and within the view of all the pupils, a notification thereof, containing the words 'Religious Instruction,' printed in large characters, on a form to be also supplied by the Commissioners.

"Fourthly—That, when the secular instruction shall precede the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction, and, whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order, shall be carefully laid aside at its termination, in the press or other place appropriated for keeping the school books."

We have ascertained from our Inspectors, that the foregoing regulations have been, in general, strictly observed.

XIV.—54. *Superannuation Allowance to old and meritorious Teachers.*—In our Thirteenth and Sixteenth Reports, we referred to the justice of extending to Ireland an arrangement for giving retired allowances to old and meritorious teachers in our service, the principle of which, as regards England, has already received the sanction of the Government. In fulfilment of our promise, that we would, at the proper time, renew our application on behalf of the teachers under our Board, we have now to state, that since the publication of our last Report, we have communicated on this subject with the Secretary of the "Committee of Council on Education." In reply to our letter, he was desired by the Lord President of the Council to inform us, that a scheme for creating a Teachers' Superannuation Fund, proposed by the Rev. H. Moseley, one of her Majesty's Inspectors of Schools, and printed in the minutes of the committee for 1848, '49, '50, had been under consideration of the committee; but not yet finally adopted. We are now in further correspondence on the subject; and when we have ascertained whether any steps have been taken to carry out the Rev. Mr. Moseley's, or any other plan which the Committee may deem more eligible, we shall not fail to consider how far it may be suited

to the circumstances of the National Teachers in Ireland; and, if we approve of it, to make an application to the Government for its extension to this country.

55. *Legacy of £100 from the late Rev. William Taylor Worship, Rector of Beeston, Norfolk.*—We have to acknowledge the receipt of £100, bequeathed to us by the late Rev. William Taylor Worship, Rector of Beeston, Norfolk. This sum was given in testimony of the great value which the donor attached to the books published by our authority. We have resolved upon placing this legacy in the funds, and appropriating the annual interest of it to the two of the Male Teachers sent up for training to the Central Establishment, who shall, upon a preliminary examination by the Professors, appear to them best prepared, so far as a thorough knowledge of our school-books is concerned, to enter upon the course of training. We shall, also, give out of the general fund placed at our disposal by Parliament, premiums of equal value to two of the Female Teachers, who shall be deemed best qualified, at their entrance examination, in like manner, to commence their course of training.

56. *Financial Account.*—In conformity with our usual practice, the Financial Account of the year's receipts and expenditure is made up to the 31st of March of this year, and the Statistics of Schools to the 31st of December, 1850. In accordance with a new plan, which we have adopted for keeping our financial business, the annual account is made out in a more detailed form than usual, and contains a statement of the expense incurred, during the year, in maintaining each of our District Model Schools, of our Model Agricultural Schools, and of other Schools, under our exclusive management.

57. We submit this as our Report for the last year to your Excellency, and, in testimony thereof, have caused our Corporate Seal to be hereunto affixed this Twentieth of June, One Thousand Eight Hundred and Fifty-one.

(Signed)

MAURICE CROSS, }
JAMES KELLY, } *Secretaries.*



APPENDIX
TO
SEVENTEENTH REPORT
OF
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND.

APPENDIX A.

CORRESPONDENCE
OF
MESSRS LONGMAN AND CO. AND JOHN MURRAY
WITH THE
RIGHT HON. LORD JOHN RUSSELL, M.P.,
ETC. ETC. ETC.,
ON THE PUBLICATION OF SCHOOL BOOKS BY GOVERNMENT AT THE
PUBLIC EXPENSE:

THE STATEMENT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,
IN REFERENCE THERETO:

AND
THE REPLY OF LORD J. RUSSELL
TO THE
MESSRS. LONGMAN & CO. AND J. MURRAY.

FOR H. M. STATIONERY OFFICE.
PRINTED BY G. AND J. GRIERSON, HER MAJESTY'S PRINTERS.
DUBLIN.—1851.

CORRESPONDENCE

WITH

THE RIGHT HON.

LORD JOHN RUSSELL, M.P.,

&c., &c., &c.

London, December 7, 1849.

MY LORD,—We hope it is unnecessary to apologize for bringing under your Lordship's consideration the subject of the Books printed and published in Ireland by the Irish Education Commissioners, and sold in England at prices below those for which such books can be sold by booksellers in this country. The government undersell the book-sellers.

We humbly submit to your Lordship that a proceeding of this sort is an unjust and impolitic interference with private enterprise, and that it not only encroaches upon, but completely supersedes, the sound principle of private competition. Unjust and impolitic.

It is true that in former times some trades were propped up by bounties and premiums, sometimes on production, and sometimes on exportation. The impolicy of this course has been demonstrated, and universally admitted; and it is inconsistent and contradictory in a Government which proclaims its devotion to the principles of free trade, and has exerted itself for their promotion, to interfere Inconsistent with Free Trade.

The government heavily taxes the bookseller, and employs the taxes to undersell him.

with any department of industry, or to favour one more than another. But in the case to which we would call your Lordship's attention, the Government of England has done, and is doing, more than this : it has set up as a producer ; and, while it leaves an important branch of trade heavily burdened with taxes, it scruples not to enter into competition with the parties so burdened, employing the produce of the taxes to which they largely contribute as capital to undersell and supplant them in their business.

It would be a novel feature in the internal economy of this country, more especially since free trade has been in the ascendant, were Her Majesty's Government to take possession of the Isle of Wight, or of some other district, to grow corn upon it, to construct bakehouses, and to supply the people with bread, at less than its cost price, making up the deficit by taxes levied on those very agriculturists whom the Government had thus done its best to destroy. This, we think, would scarcely be tolerated. Yet, in what respect is the production and sale of Books by Government, at less than they cost, more reasonable and proper ?

An injury to the public by interference.

Unless the Government intend to produce and supply ALL the Educational Books required for the United Kingdom and the Colonies, it is, to say the least, most injudicious to hinder publishers and others, by the interference now going on, from speculating in the production of such books. This is not, it appears to us, the way to improve Educational or other Works ; but to force independent parties from the field, to make room for those who, as they are maintained at the public expense, and have nothing of their own to lose, must necessarily care comparatively little about either the cost or character of their productions.

Government books cost more than the book-sellers'

In regard, indeed, to the question of cost, it is almost unnecessary to advert further to it. The time is gone by when it could be maintained with any show of reason, or with any chance of its being believed, that Government

can produce books, or any thing else, so cheaply, or of so good a quality, as private individuals. And, though a factitious sale may be created for books produced by Government, we venture to affirm, that were they brought fairly into the market, and sold without any artificial encouragement, at such prices as might give them a chance of defraying the total outlay upon them, they would in nine cases out of ten be driven wholly from circulation, by the superior and less costly books of private parties.

We would beg to call your Lordship's attention, in a special manner, to the compilation of English Poetry lately published by the Irish Education Commissioners. Of the book itself we say nothing. But, though be its foundation, it is rather singular that the compiler should seem not to know that there is such an Act on the Statute Book as the 5 & 6 Vict., cap. 45; and not to suspect that his bold infringement of the rights it has secured might be followed by actions at law, and the suppression of the book, at least in its present shape. But, though he may be ignorant of the fact, your Lordship cannot fail to be aware that the Commissioners have already had to pay no inconsiderable sum for similar invasions of private property.*

Under the impression that it was in the contemplation of the Government to sanction the establishment of a printing press in London, for the purposes of the Committee of Council on Education, Mr. Longman addressed, on the 13th of March, 1848, a letter to Sir Charles Trevelyan, in which he pointed out the injurious effects of such a proceeding; and in which he further stated, that the similar proceedings of the Government in Ireland had made the Irish booksellers the poorest of their class; that bankruptcy had been brought to their doors; and,

* In one case, at least, £800 of public money was paid by the government to compromise a case of piracy! In the case of Mr. M. Cross, the publishers injured by him have, as yet, received no pecuniary satisfaction.

that the Irish people were being educated at the expense and to the ruin of those, by whose intervention they had been supplied with the means of reading and improvement.

It is, we hope, unnecessary to say more to procure the favour of your Lordship's early attention to this matter. We cannot doubt that the importation into Great Britain and the Colonies of books manufactured in Ireland at the public expense will be put an end to. There is here no want of Educational Books produced under a system of free competition, and, consequently, of the cheapest and best kind. And we feel confident you will not permit this sound system to be interfered with by a monopoly system founded on the produce of taxation.

We have the honor to remain, my Lord,

Your Lordship's

Most obedient Servants,

LONGMAN & Co.,

Paternoster-row;

JOHN MURRAY,

Albemarle-street.

*To the Right Honorable
Lord John Russell,
&c. &c. &c.
Downing-street.*

Downing-street, January 7th, 1850.

GENTLEMEN,—I am desired by Lord John Russell to acquaint you that your letter of the 7th ult. was duly received, and is now under consideration.

I have the honor to be, Gentlemen,

Your obedient Servant,

R. W. GREY.

Messrs. Longman and J. Murray.

London, February 15, 1850.

MY LORD,—We beg to offer our best thanks to your Lordship for the acknowledgment of the receipt of the letter which we had the honor to address to you on the 7th of December last.

Though loath to encroach on your valuable time, we would beg again to draw your Lordship's attention to the important subject which we ventured to bring under your notice in the letter now referred to; and we trust that we may, at no very distant period, have the satisfaction of hearing that the grievance, of which we have so much reason to complain, has been, or will be, removed, or materially abated.

The piracies committed upon our property, and that of other publishers (alluded to in our letter of the 7th of December), have been admitted by Mr. Maurice Cross, Secretary to the Irish Education Commissioners. But we are unwilling that his offences, however grave, should be mixed up with the question in regard to the publication of books at the public expense by the Irish Government. And, should your Lordship, as we vain hope will be the case, satisfactorily dispose of this question, it will be easy to deal with Mr. Cross.

The piracy
acknow-
ledged.

The extent to which books produced at the public expense in Ireland are sold in England, is practically brought under the notice of Messrs. Longman and Co., the Agents for supplying the Schools under the inspection of the Committee of Council on Education. And they find that the books printed for the Irish Commissioners of Education, supplied to schools in England patronised by the English Commissioners, amount to about a FOURTH part of the whole; and this quantity is exclusive of those sold by the agents of the Irish Commissioners in London and elsewhere.

The extent
of the in-
jury.

Now, we beg to assure your Lordship that we should be the last persons in the world to say a word against this importation, though it were ten times greater, were the

The go-
vernment
monopoly

founded on
taxation
and plun-
der.

A waste of
public re-
venue and
an injury
to useful
industry.

imported books produced by private parties in Ireland at their own risk. But your Lordship knows that such is not the case. They are produced by monopolists, supported at the public expense, and are recommended and patronised by Government. And, though we should not fear the competition of private parties coming into the field under the same circumstances as ourselves, you will not be surprised when we confess our inability to contend with parties to whom expense is 'no object; who do not trade upon their own funds, but upon funds, derived from those taxes to which we have to contribute our full share; whose works, how indifferent soever, are patronised by Government; and whose losses of every sort—including the damages paid to those whose property they have purloined—are all made good out of the National Exchequer. Private enterprise can do much; but it would be unreasonable to expect that it should successfully make head against such fearful odds.

We cannot bring ourselves to suppose that your Lordship will ever be induced to give your powerful sanction to the continuance of such a system. Besides being completely at variance with all those principles of which your Lordship has been so distinguished a supporter, it occasions the waste and misapplication of the public revenue, and inflicts an irreparable injury on a class which Statesmen and great Ministers have sometimes thought worthy of their patronage, and which is, at all events, entitled to fair play.

We have, my Lord,
The honor to be, with great respect,
Your Lordship's most obedient Servants,
LONGMAN & Co.,
Paternoster-row;
JOHN MURRAY,
Albemarle-street.

*To the Right Honorable
Lord John Russell, &c. &c. &c.
Downing-street.*

Of this Letter no acknowledgment was received.

London, February 20th, 1851.

MY LORD,—The assumption of the functions of publishers by Government being, as regards the Bookselling Trade and the public, a circumstance of much importance; we hope we may be excused for again bringing the matter under your Lordship's notice.

We shall not, however, on this occasion trouble your Lordship with any reference to the reasons why we hold it to be impossible, taking every thing into account, for a Government to produce books, or any thing else, so cheaply, and of so good a quality, as private individuals. Your Lordship's entire policy shows that you are fully impressed with a conviction of the truth of this grand principle. The absence of special protection to any department of industry is a principle which has been adopted by your Lordship's Government. It has been justly considered that such branches of industry as cannot maintain themselves without public support are unsuitable to the country, and had better be abandoned.

But if there be one department which, more than another, may be safely left to public competition, the production of school books is that very department. Men of the highest acquirements have, for centuries past, and more especially in our own times, devoted their best energies to their compilation; while all classes of publishers have spared no expense, and made every effort, to bring them before the public, with every advantage of embellishment, and in every variety of form, and at every price. School books constitute, in fact, one of the most important departments of our literature; and are not surpassed in number, in ability, and suitableness to their object. In some peculiar departments of literature the assistance of Government may, sometimes, perhaps, be necessary, or not very objectionable. But in the production of school books it is quite as superfluous and uncalled for, as it would be in the production of calicoes or cambrics.

Heavy cost
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Public
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Interference mischievous in its effects.

And such being the case, may we venture to ask on what principle is it that your Lordship's Government has begun and continues to manufacture school books? It surely cannot be maintained that there was any want of such books when Government commenced its operations, or that the Government books really cost less, or are more original, or better, than those produced by private parties. It appears, therefore, extraordinary that Government should have thought it expedient to interfere with our business. Interference has been abandoned where it had been long acted upon, and where, perhaps, something might be found to say in its favour, to be introduced into a department where it was altogether unknown, where it was not asked for, and where we believe it can be productive only of mischief.

The government secure a sale for their books good or bad.

The bane of the system pursued by your Lordship's Government is, that you not only produce books at the public cost, which had better be produced by individuals, but that, how bad soever these books may be, you force a sale for them. In Ireland it is substantially stipulated that the Government books shall be used in the schools assisted by Government, and the same system is being introduced here. The injustice of such a system to independent authors and publishers is obvious; but it is obviously as unjust to the schools, the scholars, and the public.

Board of Ordnance become publishers.

Perhaps your Lordship may not be aware that the first volume of a work on mathematics, produced by and at the expense of Government, has lately been introduced, to the exclusion of every other work, into the schools under the Board of Ordnance. We know nothing of the merits of this book; but it must be very excellent indeed if it be better than many such works already in existence. But though it were, as it may be, far below the best of the existing books of the same class, its position and its sale are, notwithstanding, secured. It cannot be expected that those by whom it has been compiled should dismiss it to make way for others. That would be a confession

of inferiority on their part, which is about the very last confession any one is disposed to make.

Suppose that an elementary work on mathematics were published by Sir John Herschel: it would be certain to command, as it would deserve, the suffrages of all the mathematicians of Europe; and it would be equally certain to be excluded from the schools under the Board of Ordnance. The latter may, it is true, be supplied with a very inferior work: but this work, whatever it may be, has been produced by a *protégé* of the Board; and were it discarded, the whole impression would be lost, or be worth only so much waste paper.

The effect of the government producing books is to exclude better books.

And is it fair or reasonable that works printed by the Education Commissioners in Ireland, or the Board of Ordnance, are to have a sale secured for them, how undeserving soever they may be of such patronage? The competition of private individuals can make no way against such palpable favoritism. Government produces, at an enormous expense, a work, good, bad, or indifferent, original or pirated from others, as the case may be, and it provides a market for such work, where it cannot be disturbed by the competition of any other work, though it should be incomparably better and incomparably cheaper.

Injustice and impolicy of such proceedings.

We have a confident belief that your Lordship is not aware of the injustice thus inflicted on the publishers of books, and we hope that you will disapprove of a system which appears to us to admit neither of apology nor of defence.

Still, however, this system is maintained, and is scattering its seeds and spreading its roots on all sides. And as we have yet to learn why publishers should be treated differently from all other classes, and why the taxes which we pay should be employed to destroy our business, we shall take leave to submit our case to the consideration of Parliament. We do so in the belief that your Lordship will concur with us in the view we have taken of this matter; and that you will abate the grievances of which we have

The booksellers' case to be brought before Parliament.

so much reason to complain. We seek no favours. All we ask is, that Government should act by literature as it acts by other things; that is, that it should leave the manufacture and the choice of books to private competition and the opinion of the public.

We have the honor to be, with great respect,

My Lord,

Your Lordship's most obedient Servants,

LONGMAN & Co.,

Paternoster-row;

JOHN MURRAY,

Albemarle-street.

*To the Right Honorable
Lord John Russell,
&c. &c. &c.*

Downing-street, February 21, 1851.

SIR,—I am desired by Lord John Russell to acknowledge the receipt of your letter of the 20th inst., and of the accompanying memorial.

I am, Sir,

Your obedient Servant,

ARTHUR RUSSELL.

T. Longman, Esq.

STATEMENT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

RELATIVE TO THE COMPILATION, PRINTING, PUBLICATION, AND
SALE OF NATIONAL SCHOOL BOOKS.

*To his Excellency George William Frederick, Earl of
Clarendon, K.G., Lord Lieutenant of Ireland.*

MAY IT PLEASE YOUR EXCELLENCY,

I.—OUR attention having been directed to the correspondence of Messrs. Longman & Co. and Mr. Murray, with Lord John Russell, on the subject of the "Publication of School Books by Government at the public expense," and your Excellency having requested us to report thereon for your information, we beg leave to submit to you the following statement.

II.—One of the first and most important duties we had to discharge, after the formation of our Board in 1831, was to select and publish a series of elementary works for the use of all the schools under our management. It was soon found that no department of our labours was surrounded by so many difficulties as the composition and compilation of suitable books, in harmony with the most improved methods of instruction, adapted to the comprehensive system of education we were appointed to administer, and acceptable in a moral and religious point of view to all classes and denominations. These difficulties were increased by the contentions of political parties, and the divisions of religious sects in Ireland. Lord Stanley,

The Lord Lieutenant requests the Commissioners of National Education, to report on the correspondence of Messrs. Longman, & Co. and Mr. Murray with Lord John Russell. The selection and publication of proper school books one of the first duties of the Commissioners

at the com-
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their pro-
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1832.

in his letter addressed to his Grace the Duke of Leinster in 1831, laid it down as a fundamental regulation, that we should exercise the most *entire* control over all books to be used in the National Schools under us, and that the books intended for the purpose of combined literary instruction should not be employed unless under our express sanction. In a document published in our First Report, explanatory of some of the conditions embodied in Lord Stanley's letter, we stated that "we did not understand it was imperative on us to edit *all* books used in the schools, receiving grants out of the funds placed at our disposal by Parliament; but that we were at liberty to sanction such books as might have been previously in use in schools, in behalf of which applications had been made, or such as might be preferred by the local patrons and conductors of schools, provided we found nothing objectionable in them." In conformity with this view of the duty assigned to us, we sanctioned then, and do still, several useful school books for general instruction, composed by private parties, and which we sell to our schools at low prices.

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publishing
a series of
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their own.

III.—As we proceeded in this branch of our labours, we considered it necessary, that the most popular elementary works on education, brought out by private publishers for the use of schools, should be carefully examined. It then became apparent, that the majority of the school-books in general circulation, however excellent in many respects, were much too high in price and unsuitable for the purpose of carrying out the objects of a mixed system of education (designed to embrace all religious denominations), especially in a country so peculiarly circumstanced as Ireland. The introduction into any book intended for the use of the National Schools, of a single sentence, an opinion, an allusion, or even a word calculated to offend the members of any religious communion, would obviously have impeded the progress of National Education. We adopted, therefore, the only alternative left, viz., that of preparing and publishing a collection of books, combining

the essential requisites of cheapness and merit, and especially adapted to the system of education established for the National Schools. The following regulation, which was in force from the commencement of our operations, shows clearly that we never intended it to be *obligatory*, even on the patrons of our own schools, to use the books published or sanctioned by our authority: "The use of the books published by the Commissioners is not compulsory; but the titles of all other books, which the conductors of schools intend for the ordinary school business, are to be reported to the Commissioners, and none are to be used to which they object; but they prohibit such only as may appear to them to contain matter objectionable in itself, or objectionable for common instruction, as peculiarly belonging to some religious denomination."

IV.—We anticipated that those books would by degrees become extensively adopted; and that (to use the words of the Commissioners for inquiring into the state of Schools in Ireland, in their Report published in 1812,) "while Education would be thus facilitated by a uniform system of instruction, the evils arising from the want of proper Books, adapted to the inferior Schools, would be removed, and the Children no longer exposed to the corruption of morals and perversion of principles too often arising from the books actually in use." The next question which required consideration was,—whether our Books should be compiled by Members of our own Board, and by other individuals of practical experience in Education, connected with our Establishment, or else be thrown open to public competition. We followed, as we conceive, the only safe course. The compilation of our Reading Books, and of other works bearing upon moral and literary subjects, we confided to persons in our service who were conversant with the spirit and working of the National System of Education, convinced of the impartiality of its fundamental principles, aware of the difficulties by which its advancement was likely to be impeded, and understanding the feelings of the people

Reasons of the Commissioners employing persons officially connected with the Board to compile their school books.

for whose moral elevation and literary improvement it was established. Some Treatises of a strictly scientific character, into which no objectionable matter was likely to be introduced, and which form only a very inconsiderable portion of the school books published by our authority, have been prepared by Teachers and other parties, eminently qualified for the task, though not in any way connected with the administration of our system. Authors and publishers have always had the privilege of submitting works in manuscript to our examination, with the view of our sanctioning their introduction into the National Schools, if we thought them suitable for the purpose. There are several books, purchased from private parties, on our list for sale at reduced prices, and in considerable demand.

Superiority of the National school books.

V.—The superior quality of the National School Books has been denied. That is a question long since settled by the most competent judges of educational productions. The fact of these books being issued by us has, however, created a prejudice against them. Many of our opponents have objected to them in consequence of their exhibiting the peculiar features of our system, notwithstanding which they purchase our books to a large extent, and use them in their schools. We have employed no undue means to bring them into notice, and yet they enjoy an unexampled popularity. They are selected by the Patrons of Poor Schools in Great Britain and the Colonies in preference to the cheapest and best of those brought into the market by private parties, or by other Societies, and some of them have been translated by Continental writers into several of the European languages. We have a right, therefore, to assume, that there is some attraction, or intrinsic merit in the books we have produced, besides their extreme cheapness, which has caused them to be so extensively circulated, and which has secured for them the high praise of being, upon the whole, the best for their intended purpose which have been hitherto published. We

have already stated, that the use of our books is not compulsory, even in the schools in connexion with our Board, though, in point of fact, few others are used in them. But, as regards Schools for the Poor in England, Scotland, Wales, and the Colonies, whether under the management of Churchmen, Dissenters, or Roman Catholics, it is impossible to account for the large and increasing demand for them, except on the ground, that they have supplied a want long since felt, namely—good books, at a moderate price.

VI.—Our arrangements for printing and binding the National School Books, and for the purchase of paper, have not been uniform. For some time after we engaged in the composition and publication of elementary books for schools, the workmanship was executed, and the materials were purchased by private contract. Since the year 1838, the whole has been put up to public competition under the direction of Her Majesty's Stationery Office. The lowest tender is accepted, and security is given for the due performance of the contract. The superintendence of this department is, therefore, taken entirely out of our hands, by the order of Government, and transferred to another branch of the public service. The effect of this arrangement has been to reduce the cost of production, and consequently to lower the prices of our books. The only right we retain, and which we have endeavoured to show cannot be withdrawn from us with advantage to the public, is that of compiling books for the National Schools, and selecting others on our own responsibility from the best works of different publishers. In consequence of the binding of our books being perfectly plain, the paper of ordinary quality, and the demand very large, the several contractors employed can afford to work at moderate rates of profit. By these means we are enabled to produce our school books more cheaply than private parties. Cheap and good books are absolutely essential in carrying out a great scheme of National Education. The children of the poor have

The National School Books are now printed and bound, and the paper supplied by public competition.

not the means to purchase expensive works ; and, therefore, we do not feel justified in making those large profits on the sale of our books to schools not connected with our Board, which publishers expect, and have received to the serious loss of the humbler classes. Under the arrangement we have described for the printing and binding of our books, there is nothing to prevent Messrs. Longman and Mr. Murray, or any other parties, from becoming competitors for the contract. Besides, if the allegation be well founded, that an individual can always produce an article more cheaply than the Government, the great publishers are not prevented, with the large capital they have at their command, from issuing a series of school books, equal in quality, at least, and at as low a price as our own. If such a series of works could be produced, it is manifest that they would be greatly preferred by all those Societies for the purposes of Education, which now purchase our books, but entertain strong objections to the general principles of our system.

Terms upon which the National School Books are sold to various classes of schools, and to the Public.

VII.—The terms on which our books are sold to various classes of Schools, and to the Public, form the next subject on which we feel it necessary to afford full information, especially as our proceedings in this respect are generally misunderstood, and have been misrepresented. The sales of our books may be classed under the following heads : first, the National Schools in Ireland ; secondly, Schools for the Poor in Great Britain, supplied through the Committee of Council on Education ; Schools connected with Educational Societies ; Workhouse, Factory, and Gaol Schools ; Schools in the Colonies, and Schools under individual management, the Patrons or Conductors of which decline to receive assistance from any public Association ; thirdly, sales to the *Public*, generally. With regard to the first class of Schools, namely, those under our Board, we have always sold our books to them at a trifling sum above the *half cost price*. To all other descriptions of Schools for the

poor, we dispose of them at a *moderate profit*, after defraying the cost of the paper, the printing and binding, and paying a variety of other expenses. On this important point we are surprised that there should have been any misconception. The fact has been before stated on our authority, and it was reiterated in a note to our 15th Report. In regulating the prices of books which we sell to the *public*, our object never was to dispose of them at the *lowest possible terms*, but at a *remunerative* price, after making a liberal allowance to the trade. Agreeably to this principle, our practice is to increase their cost price by 100 per cent. We do not supply books to the public, unless application be made for them through our agents, to whom we allow 42½ per cent. After the payment of this, and all other charges, a moderate profit is left, though such profit would not be considered sufficient to satisfy the demands of ordinary publishers. It is to be observed, also, that we do not employ any factitious means to *force* the sales of our books to the public. We offer no undue advantages to our agents, nor do we avail ourselves of many of those facilities which the great publishers have at their command, and know so well how to use with effect. The principle by which we have been governed in affixing the prices to our books has been substantially the same, since the commencement of our operations, though it has varied in its application according to circumstances. The changes which have taken place from time to time, in the cost of printing and binding, in the price of paper, and other materials, have rendered it incumbent on us to make a proportionate reduction in the prices of our books. But, we repeat, that we have not departed from the principle already explained, namely, that of never selling our books to schools unconnected with our Board, or to the public, at less than the first cost, but uniformly at prices which leave, after all charges, an *actual profit*.

VIII.—We have stated that we do not confine our sales of books to those which we compile and print. On our The Com-missioners

sell books to the National and other schools not published or compiled by their authority.

lists will be found several excellent treatises, the productions of private individuals, the value of which has been attested by public opinion, and which we purchase on very cheap terms from authors and publishers. For example, we buy from an eminent publisher's firm in Belfast, Thomson's "Arithmetic," for which we pay in sheets one shilling per copy, of which, when bound, the price to the public is three shillings and sixpence. Messrs. Longman themselves supply us with Thomson's "Algebra," a work of high reputation, at *one and sixpence* per copy in sheets. The price to us, neatly bound, would probably, be *two shillings*. The retail purchaser has to pay his bookseller *five shillings* for it, a difference of no less than 150 per cent. The wholesale publishers, who can afford to sell school-books to us, and the Committee of Council on Education at so low a rate, compared with the retail price, have, we presume, a clear profit on the transaction. The books purchased by us from authors and publishers are sold to the National Schools at a little more than half price,—a privilege which causes a large demand for them.

Rates of compilation and copyright.

IX.—Our practice has been to pay at a fixed and liberal rate for the compilation of our books. The cost of copyright, to which authors and publishers generally look for profit, is defrayed, according to our present regulations, out of the gradual and accumulating profits on the sale of successive editions of each book. It is not paid for by a large additional charge on the first edition of every new book we publish. The effect of this would be to make our publications much dearer than they ought to be for schools attended by the poor. Our object is attained, if the profits arising from the sales of our works *ultimately* cover the prime cost of their production, including the outlay for copyright, and all other charges.

Receipts and Expenditure for Books in 1840.

X.—In estimating the pecuniary loss alleged to be sustained by the publishers from the arrangements which the Government have heretofore permitted us to adopt, the following facts should not be overlooked. Our

expenditure for paper, and for printing and binding the National School books, including the purchase of school requisites for the year ending the 31st of March 1850, was £14,370 9s. 9d.; for books bought of various publishers for circulation, along with our own, at a reduced price, £4,584 13s. 4d.; the amount received from the sales was £12,916 15s. 4d.; the cost thereof to the nation was £6,758 7s. 9d. only. The total amount of our sales to the public for the year, ending 31st December, 1849, was only £2,838 5s. 4d. The loss, therefore, of the publishers, in the year we have specified, in consequence of our having the privilege of selling books to the public must have been very small in amount. On the sum we have stated it was only the *net* profit, which several *publishers* and *booksellers* would have *divided* among them within the period of one year. It is to be observed, also, that our receipts for books sold to the public through our agents have never amounted to £8,000. If the publishers had authority to sell our school books at the high prices they usually charge for similar works, their profit upon each particular book would, we admit, be much greater than ours, but the number of books sold at the high prices would be diminished in at least as great a proportion.

XI.—We think it right to observe, that the Committee of the Kildare-place Society, during the period they received an annual grant from Parliament, published a number of elementary works which they distributed amongst their schools as free grants, and which they sold to other schools in Ireland, England, and Scotland, and also to the public at a profit. In addition to their school books, they compiled for School Libraries a series of 100 publications, for which they had an extensive sale in England, as well as in this country, and which were brought into the market at prices *much lower* than books of the same class produced by private parties. We are not aware that any of the publishers made these proceedings of the Kildare-place Society the subject of a special complaint to the Government and to Parliament.

School Books compiled and sold by the Kildare-place Society.

Charge of piracy against the Commissioners of National Education, in one case where £600 was paid by way of compromise.

XII.—The publishers have referred to one case in which we had to pay £600 out of the public money to stop a threatened prosecution for piracy. This fact we do not deny. The circumstances connected with it admit of a satisfactory explanation. The majority of our books were published seventeen years ago. Since that period a few only have been added to the list. Amongst those comprised in the original series was a treatise on Arithmetic, drawn up by the then superintendent of our Model School, a person of considerable reputation and skill as a teacher, and who had assisted in compiling several of our reading books. A portion of this treatise was alleged to be a piracy from a similar work brought out under the joint Editorship of two gentlemen, one of whom was connected with the “British and Foreign School Society” in London. Their publishers threatened to take legal proceedings against us for pecuniary compensation. Having fully considered all the circumstances of the case, and without coming to a decision on the legal bearings of the question, we deemed it expedient to submit the matter to arbitration. The award was £600,—a sum much larger than we anticipated,—but it was made on the express stipulation that we should retain the right of selling the work, without expunging those portions of it which were stated to have been copied. It was decided by the arbitrators that the award clearly gave to both parties the right to print their respective works. In fact, the money paid by us was not merely to compensate the editors of a work, who conceived their property interfered with, but to *purchase the unquestioned right* of publishing and selling an Arithmetic prepared by one of our own officers, but containing a portion of matter, which, it was affirmed, other parties had *originally* published. This work is still sold to our schools in its original form, and continues to be in considerable demand.

Charge of piracy against the Editor of the “Bio-

XIII.—Messrs. Longman and Mr. Murray call the attention of the Government, in a special manner, to a work published by us about two years ago, entitled “Biographical Sketches,” and “Selections from the

British Poets." Their allegation is, that this book is based upon piracy, and an invasion of their private property. The grounds on which this charge is made differ materially from those in the first case, the particulars of which we have explained. The facts relating to the publication of the "Selections from the Poets" are these. The deficiency of our National School Teachers in a knowledge of English Literature had been the subject of observation in some of the Reports of our Inspectors. It was suggested that a compilation of the best pieces, from our most distinguished poets, accompanied by Biographical Sketches of their authors, and criticisms on their works, selected from the leading Reviews, and other critical works, would supply to some extent a want which had been long felt. Appreciating the importance of such a work, if judiciously drawn up, we confided to Mr. Maurice Cross, one of our Secretaries, the task of preparing it for the press, subject to our revision and approval. We were aware that he was not without experience in the laborious duties of a Compiler, having edited, in 1881, "Selections from the Edinburgh Review," for the Messrs Longman. We placed confidence in his literary taste and judgment; and the fact of his official connexion with the Board in the important and arduous situation which he has filled for the last twelve years, qualified him, in our opinion, to execute the undertaking with credit to himself and benefit to our schools. His work has been peculiarly acceptable to those for whose instruction it was specially compiled, and it has been favorably received by the public. We think it necessary to observe, that the pecuniary arrangements we made with Mr. Cross, differed in no respects from those entered into by us, at various times, with other persons officially connected with our establishment, whom we had on previous occasions employed to edit school books. In the preparation of his work he disclaimed all pretensions to originality. It is avowedly a compilation. The name of the author is appended to each specimen of his poetical works, and also to every extract from numerous Criticisms and

graphical
Sketches,"
and "Se-
lections
from the
British
Poets."

Biographies selected from the Edinburgh and Quarterly Reviews, and from a variety of other sources. We quote the following passages from the Editor's Prefaces, because they show, that there was no attempt on his part to represent the work as in any respect original:—"In borrowing freely from the critical writings of living authors," the Editor observes, "he has only done so for the purpose of illustration, and in the hope, that his readers may be induced to peruse the works from which his quotations have been taken." In another paragraph he remarks,— "It is only necessary to add, that the few selections from our modern poets, of whose works *the copyright may not have expired*, have already been before the public in almost all the most popular of our school collections of poetry, some of them many years ago. It is presumed, therefore, that their *re-appearance* in the present volumes will not be detrimental in any respect to the interest of authors or publishers. On the contrary, it is to be hoped, that the perusal of these specimens will tend to a *more extensive purchase* of the numerous editions of our standard poetry, which, happily for the mental improvement of the people, are now in course of publication, in a convenient form, and at a moderate price." After this candid and explicit acknowledgment, the question to be fairly considered is, what injury has he done, which can demand pecuniary compensation. It is true he has borrowed largely from living authors without first obtaining the distinct permission of those who have embarked capital in the publication of their works. In omitting to ask a favour, which had been granted without hesitation to other compilers of similar collections of extracts, no discourtesy was intended. We could not have supposed that the publication of the "Biographical Sketches," and "Selections from the Poets," would have the effect of diminishing the sale of any of the original works, from which the Editor has taken his materials. If there had been any real risk of this kind, it is difficult to conceive, why the privilege of republishing selections from our modern Poets, Biographers, and Critics should

have been given on any occasion by the authors and publishers. Our reading books, which have been for so many years before the public, contain several prose and poetical pieces taken from authors of whose productions the copyright has not yet expired. No complaint that we are aware of, has been made in these instances, that we have improperly appropriated the fruits of their intellectual labours, and injured the sale of their property. We regard our four thousand five hundred National Schools as "*Manufactories of future Readers.*" We anticipate that of the half million of children attending them, a considerable number will acquire, through the medium of our books, a taste for the best productions in English literature, whether in prose or poetry, and that, ultimately, they may be in a position to become *purchasers* of our standard authors, whose works, several eminent publishers have, at length, found it their interest to bring out in a series of sixpenny and shilling volumes, as treasures for the *Poor Man's Library*! In truth, no persons, except the poor themselves, have so direct an interest in the circulation by us of cheap school books among the poor, as the booksellers themselves. For every cheap primer that is used by the poor child, and which may be sold by us to the school 100 per cent. lower than the booksellers would supply it, that child, when he becomes a man, will assuredly expend in the general book market twenty times the value of his school books in the purchase of other books from *them*;—books, which, without our *cheap* education, the poor would never have the power to read, or the booksellers the opportunity to sell. And this reasoning ought to satisfy the great publishers, even supposing that we really subjected them to the loss of the poor school market which, but for us, they assume, would be enjoyed by them. But the truth is that we do not exclude them from a market which they would supply were it not for our competition. The cheapness of our publications calls into existence a demand for books in the poorest schools, and this demand

never arose till our cheap books were produced by us. It would for the most part cease to exist as soon as those cheap books were withdrawn from circulation. In concluding our observations on this charge, we have only to add, that if Messrs. Longman, Mr. Murray, or any of the other publishers who feel themselves aggrieved, had intimated to us their desire that we should omit, in a future edition of the "Biographical Sketches" and "Selections from the British Poets," particular extracts which we have taken, with acknowledgment, from modern works, we should have at once acceded to their request; and we do not consider ourselves, even now, released from this obligation, if they make us acquainted with their wishes.

Having brought to a close the narrative of our proceedings relative to "The Publication of School Books by Government at the Public Expense," we do not consider it necessary to review in detail all the statements contained in the correspondence of Messrs. Longman and Mr. Murray. The principal objections they make to the course we have pursued, have been answered in the preceding explanations. All that we now deem requisite is to make a few general observations. The publishers state, that "Government has established a manufactory of school books in Ireland. These books, produced by irresponsible parties, at the public expense, have not only the patronage of the Commissioners of Education in Ireland, but are now largely introduced into England. Such proceedings are obviously inconsistent with all sound principle; and, while they are subversive of the rights, and injurious to the interests, of private persons engaged in the composition and publication of school books, they are not less injurious to the scholars and the public." They further complain that we "under-sell the booksellers by producing an inferior article which we sell at *less than cost price*, and pay the difference out of the *public purse*." "It surely cannot be maintained," they remark, "that there was any want of school books when Government commenced its

operations, or that the Government books really cost less, or were more original, or better than those produced by private parties." If it be impolitic, as a general principle, to interfere with the sound principle of private competition, we have shown that we have done so only to an extent which the necessity of the case justified. We hold that if a system of education upheld by means of Grants from the State, whether in England or Ireland, be justifiable, that if it be right and politic to train and endow teachers out of the public funds, it is equally so to supply their schools with cheap and good books, produced by ourselves. The conditions of the book market and the mental wants of the humbler classes fully warrant the proceedings we have adopted. Had we declined following it, on the grounds that we should be accused of encroaching upon the principles of free trade, and interfering with the pecuniary interests of publishers, we should have utterly failed in carrying out one of the primary objects of National Education.

XIV.—The publishers consider it a grievance, that the books printed by us are sold so extensively to schools in England, and that we supply about a fourth part of the whole purchased by the "Committee of Council on Education" from various parties. The schools receiving grants from that body are partly maintained, like ours, by means of Parliamentary aid; they sell, as we do, at reduced prices to the schools, the books they purchase, their proportion being one-third, ours nearly one-half of the cost. There is no difference in the principle; and if they prefer our books to any others, we see no injustice in supplying them, provided that we realise, as we do, a clear profit by the sales. Even with all the facilities we have provided for supplying cheap books, the poor are not able to be half supplied with them. What would be the case if these books were 50 per cent. dearer? The poor would not be supplied with one-fourth of the requisite number. How could this be remedied? In one way only—by our supplying books at far less than the

Objections
of the
Publishers
to the
Commis-
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ling their
books to
schools in
England.

half price, and by the patrons of schools unconnected with us, paying *twice as much money* as they do at present for the purchase of school books. As these patrons are composed of some 10,000 or more poor clergymen of the Established Church and others, the tax which will be thus imposed upon their slender incomes will be very considerable even at present, but when schools are trebled, as they must be, in number, and the supply of books fully trebled in them, the tax will prove intolerable. Next to the poor themselves, the clerical patrons of schools unconnected with us, are the class most deeply interested in resisting the demands of the great publishers.

Injurious
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the Com-
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XV.—If the Government should, after full deliberation, consider it desirable to interfere with the arrangements which we have explained, the results would be in many ways injurious. By prohibiting us from publishing books, or by increasing their prices, the children attending our schools would be deprived of the means of instruction; or, as the only alternative left, our Parliamentary grant must be largely increased. This would, in fact, be taxing a great National Institution established for the benefit of the poor, for no other purpose than to augment the profits of publishers and booksellers! We have only to add, that there is a large class of schools for the poor in Ireland and in Great Britain, the patrons of which entertain conscientious objections to put them under any public Board. They purchase books from us, or from the "Committee of Council on Education" at very low rates. Deprive them of this boon, and what will be the probable consequences? Books inferior in quality, and of a less satisfactory character, which have been driven almost wholly from circulation by the cheap and useful publications we have brought out, might again find their way gradually amongst the humbler classes, or new works might obtain circulation amongst them, appealing to their strongest passions, tinged with sectarianism, and imbued with a spirit adverse to those

sound principles which should be inculcated in school books fitted for carrying out a system of National Education, worthy the patronage of a liberal Government, and the support of an enlightened people.

Signed by Order of the Commissioners,

MAURICE CROSS, } *Secretaries.*
JAMES KELLY, }

Downing-street, May 17th, 1851.

GENTLEMEN,—I beg to communicate to you a statement laid before the Lord Lieutenant of Ireland by the Commissioners of National Education.

The complaint which you have repeatedly made of the production and sale of school books by Government seems to refer almost entirely to the publication by the Irish Commissioners of books compiled or written under their superintendence. The Committee of Council on Education in England, after deliberation, determined neither to edit books of their own, nor to make a store of books for use in the schools assisted by them. They employ Messrs. Longman & Co. as their agents, and make contracts with twenty-seven publishers, among whom are the Commissioners of National Education in Ireland. It does not appear, even according to the statement of Messrs. Longman, that the books of the Irish Commissioners amount to more than a fourth of the books thus recommended in Great Britain.

The whole question in fact turns upon the practice which has been adopted in Ireland. Were the principles of free trade invoked by you to be fully carried into effect, I think you must admit it would be subversive of the whole system of National Education in Ireland. For the principle does not apply solely to books; it applies equally to teachers. If it is wrong to supplant the "History of Rogues and Raparees" by a Treatise on Geography,

it is equally wrong to drive away by aid of the public funds, and a strict monopoly, the hedge school-master, and to put in his place a person taught in the training school of Dublin.

Lord Stanley, in founding the Board of Education in Ireland, clearly saw the necessity of examining the books used, and directed that the Commissioners "should exercise the most entire control over all books to be used in the National Schools," thus excluding the free choice of the separate school committees.

Whether in carrying into effect this direction the Commissioners have done more than it was their duty to do is a question which is fully treated in their Statement. The sale of their works in the colonies and in foreign countries proves at least that they are not of the inferior quality which you ascribe to them. Indeed in point of general reputation it is certain that some of the books written or compiled for the Irish schools stand very high.

While, however, I am not prepared to make any concession as regards the schools under the Irish Board, I am desirous that no undue advantage should be given to the books of the Irish Commissioners in competition with the publishers of books for the use of schools in Great Britain. The measures already taken by the Committee of Council have tended to cheapen school books in this country very considerably. But on the subject of the price of the Irish books, I have directed Mr. G. C. Lewis, Secretary of the Treasury, to confer with you, in order to put an end to any error or misunderstanding on the subject. I must, however, say, that if a work of acknowledged merit is published by the Commissioners of Education in Ireland, I cannot consent to prohibit its sale in order to give currency to other works of less intrinsic value.

I have, &c.,
J. RUSSELL.

(Signed)

*Messrs. Longman & Co.
J. Murray, Esq.*

APPENDIX B.

APPENDIX B.

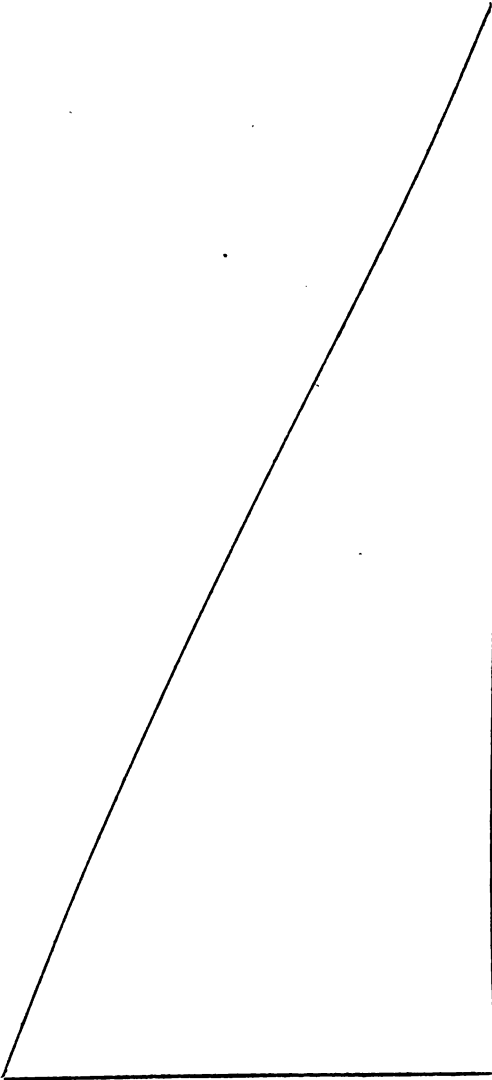
I.—Account of the RECEIPTS and DISBURSEMENTS of the COMMISSIONERS

CHARGE.	£ s. d.	£ s. d.
BALANCE on the 1st of April, 1850,	—	7,416 7 9
AMOUNT RECEIVED FROM THE TREASURY on account of VOTES,	—	140,000 0 0
Do. for Books and REQUISITES sold to the National Schools in Ireland, <i>at reduced prices</i> : and to Schools for the Poor (unconnected with the Board) in Great Britain and Ireland, and in the Colonies; and to the Public, <i>at a profit</i> ,	—	13,733 17 6
Do. for Sale of WRARING APPAREL, made up by the Female Teachers in Training,	53 16 5	
Do. for Fees, at the rate of One Penny per week, from Pupils attending the MODEL SCHOOLS IN MARLBOROUGH-STREET,	271 17 5	325 13 10
Do. for sale of Farm Produce from GLASNEVIN MODEL FARM,	—	805 9 6
Do. for sale of Garden Produce from GLASNEVIN INDUSTRIAL SCHOOL,	—	33 12 7
Do. for Fees, at the rate of One Penny per week, from Pupils attending the WEST DUBLIN MODEL SCHOOL,	—	103 3 5
Do. being Grant made by the Board towards the erection of Bundoragh National School, refunded by the Right Honorable the Marquis of Sligo,	—	74 3 4
Do. from Francis Spaight, Esq., towards building DERRYCASTLE MODEL AGRICULTURAL SCHOOL,	200 0 0	
Do. from J. Bagwell, Esq., towards building GORMANSTOWN DITTO,	400 0 0	
Do. from the Right Honorable W. F. Tighe, towards building WOODSTOCK DITTO,	200 0 0	
Do. from W. Monsell, Esq., towards building TERVOE DITTO,	200 0 0	
Do. from Peter La Touche, Esq., towards building LEITRIM DITTO,	300 0 0	
Do. from the Right Honorable Lord Monteagle, being the balance of a loan of £100, obtained under the Land Improvement Act, for the drainage of land attached to MOUNT TRENCHARD MODEL AGRICULTURAL SCHOOL,	20 0 0	
Do. per PAYMASTER OF CIVIL SERVICES, but of the REPRODUCTIVE LOAN FUND, towards building Mount Trenchard Model Agricultural School, £300 0 0		
Do. Tervoe Do. 300 0 0	600 0 0	
Do. for sale of Farm Produce at BAILIEBORO' MODEL AGRICULTURAL SCHOOL,	27 7 0	
Do. for sale of Farm Produce at DUNMANWAY DITTO,	74 18 6	
Do. for sale of Farm Produce at GLANDORE DITTO,	28 4 1	
Do. for Rent, &c. of Farms attached to AGRICULTURAL SCHOOLS,	35 2 8	2,085 12 3
Do. from the following DISTRICT MODEL SCHOOLS, being the proportion of the Schools' Fees due to the Commissioners, viz.:—		
BAILIEBORO',	19 6 2	
BALLYMENA,	36 2 8	
CLOWMEL,	79 19 3	
COLERAINE,	25 4 10	
DUNMANWAY,	43 7 4	
NEWRY,	44 6 8	
TRIM,	18 4 3	266 11 2
Do. as DONATION FROM J. R. CORBALLIS, Esq.	—	90 0 0
Do. from various sources,	—	42 19 9
Carried forward,		164,977 11 1

of NATIONAL EDUCATION, from 1st April, 1850, to 31st March, 1851.

DISCHARGE.		£ s. d.	£ s. d.	£ s. d.
NORMAL ESTABLISHMENT:				
Salaries and Wages,		938 4 3		
General Expenditure,		12 13 7		
			950 17 10	
MALE TRAINING DEPARTMENT, GLASNEVIN:				
Salaries and Wages,		120 11 7		
Maintenance and Travelling Expenses of Teachers,		772 6 10		
General Expenditure,		159 1 10		
			1,052 0 3	
MALE TRAINING DEPARTMENT, NTH. GT. GEORGE'S-ST.:				
Salaries and Wages,		144 1 1		
Maintenance and Travelling Expenses of Teachers,		1,238 9 11		
General Expenditure,		198 14 6		
			1,581 5 6	
TEMPORARY MALE TRAINING ESTABLISHMENT, 27, MARLBOROUGH-STREET:				
Rent, Taxes, Repairs, Wages, and Sundries,		—	235 17 1	
FEMALE TRAINING DEPARTMENT:				
Salaries and Wages,		226 15 1		
Maintenance and Travelling Expenses of Teachers,		1,026 7 4		
General Expenditure,		302 13 10		
			1,555 16 3	
MODEL SCHOOL DEPARTMENT:				
Salaries of Teachers and Monitors,		1,178 13 6		
General Expenditure,		27 19 1		
			1,206 12 7	
EVENING SCHOOL, MARLBOROUGH-STREET:		—	66 7 10	
GLASNEVIN MODEL FARM:				6,648 17 4
Salaries and Wages,		—	274 3 10	
Maintenance and Travelling Expenses of Agricultural Pupils and Agricultural Teachers,		—	1,111 18 9	
Purchase of Stock, Seeds, Implements, Permanent Improvements, &c.		—	751 15 5	
Rent, Taxes, Repairs, &c.		—	945 12 4	
				3,083 10 4
GLASNEVIN NATIONAL SCHOOL,		—	—	258 12 9
GLASNEVIN INDUSTRIAL SCHOOL,		—	—	39 19 5
DUBLIN WEST MODEL SCHOOL:				
Salaries of Teachers and Monitors,		—	434 4 0	
General Expenditure,		—	105 12 8	
				539 16 8
ORDINARY NATIONAL SCHOOLS,				
Grants towards Building, Fitting-up, &c.		—	4,103 4 0	
Do. towards Repairs,		—	1,163 6 5	
Rent of School-houses		—	5 2 0	
				5,371 12 5
MODEL AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT:				
Grants towards Building, &c.		—	300 0 0	
Do. towards Repairs,		—	1 3 0	
General Expenditure connected with such Schools,		—	96 13 6	
				397 16 6
MODEL AGRICULTURAL SCHOOLS UNDER THE MANAGEMENT OF THE BOARD, viz.:				
BAILIEBORO', CO. CAVAN:				
Salaries,		48 0 0		
Rent, Taxes, and General Expenditure,		155 4 9		
			203 4 9	
DERRYCASTLE, CO. TIPPERARY:				
Works under Contract,		333 0 0		
Salaries,		12 0 0		
General Expenditure,		11 5 0		
			356 5 0	
DUNMANWAY, CO. CORK:				
Salaries,		30 0 0		
Rent, Taxes, and General Expenditure,		127 10 6		
			157 10 6	
Carried forward,				16,240 5 5

Account of RECEIPTS

CHARGE.	Brought forward,	£ s. d. 164,977 11 1
		
Carried forward,		164,977 11 1

and DISBURSEMENTS—continued.

DISCHARGE.		£	s.	d.	£	s.	d.	£	s.	d.
Brought forward,								16,240	5	6
MODEL AGRICULTURAL SCHOOLS—continued:										
FARRAHY, Co. CORK:										
Grant towards Building, &c.		250	0	0						
Salaries,		14	0	0						
General Expenditure,		73	9	10			337	9	10	
GLANDORE, Co. CORK:										
Grants towards Building, &c.		531	8	0						
Salaries,		50	0	0						
Rent, Taxes, and General Expenditure,		210	18	5			792	6	5	
GORMANSTOWN, Co. TIPPERARY:										
Salaries,		8	0	0						
General Expenditure,		17	18	0			25	18	0	
KYLE PARK, Co. TIPPERARY:										
Salaries,		50	2	6						
Rent, Taxes, and General Expenditure,		43	1	0			93	3	6	
MOUNT TRENCHARD, Co. LIMERICK:										
Salaries,		72	10	3						
Rent, Taxes, and General Expenditure,		128	17	8			201	7	11	
WOODSTOCK, Co. KILKENNY:										
Works under Contract,		459	0	0						
Rent, Taxes, and General Expenditure,		4	15	4			463	15	4	
DISTRICT MODEL SCHOOLS UNDER THE MANAGEMENT OF THE BOARD, viz.:								2,631	1	3
ATHY, COUNTY KILDARE:										
Cost of Survey,		—					2	2	0	
BAILIEBORO', COUNTY CAVAN:										
Salaries and allowances of Teachers and Maintenance of Resident Pupil Teachers,		207	14	4						
Rent, Taxes, and General Expenditure,		110	19	2			318	13	6	
BALLYMENA, COUNTY ANTRIM:										
Building, &c.		627	19	5						
Salaries and allowances of Teachers, and Maintenance of Resident Pupil Teachers,		327	0	3						
Rent, Taxes, and General Expenditure,		98	10	2			953	9	10	
CLONMEL, COUNTY TIPPERARY:										
Building Boundary Wall,		105	10	0						
Salaries and allowances of Teachers, and Maintenance of Resident Pupil Teachers,		370	14	11						
Rent, Taxes, and General Expenditure,		97	10	3			573	15	2	
COLERAINE, COUNTY DERRY:										
Building, &c.		331	14	2						
Salaries and allowances of Teachers, and Maintenance of Resident Pupil Teachers,		230	2	5						
Rent, Taxes, and General Expenditure,		127	0	11			688	17	6	
DUNMANWAY, COUNTY CORK:										
Salaries and allowances of Teachers, and Maintenance of Resident Pupil Teachers,		250	15	4						
Rent, Taxes, and General Expenditure,		71	18	8			322	14	0	
GALWAY, COUNTY GALWAY:										
Cost of Survey,		—					3	0	0	
Carried forward,								18,871	6	6

Account of RECEIPTS

CHARGE.	Brought forward, .	$\begin{matrix} \text{\textsterling} & s. & d. \\ 164,977 & 11 & 1 \end{matrix}$
<div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; border-left: 1px solid black; border-bottom: 1px solid black;"></div>		164,977 11 1

and DISBURSEMENTS—continued.

DISCHARGE.		£	s.	d.	£	s.	d.	£	s.	d.
Brought forward,								18,871	6	8
DISTRICT MODEL SCHOOLS—continued.										
NEWRY, COUNTY ARMAGH:										
Building, &c.		750	12	3						
Salaries and allowances of Teachers, and Maintenance of Resident Pupil Teachers,		329	18	11						
Rent, Taxes, and General Expenditure		112	19	11						
					1,193	11	1			
TRIM, COUNTY MEATH:										
Building, &c.		1,389	18	9						
Purchase of Land,		20	0	0						
Salaries and allowances of Teachers and Maintenance of Resident Pupil Teachers,		248	13	6						
Rent, Taxes, and General Expenditure,		62	6	11						
					1,720	19	2			
SALARIES AND GRATUITIES TO TEACHERS AND MONITORS for 15 Months, to 31st December, 1850, viz., Half-year to 31st March, and Quarters ending 30th June, 30th September, and 31st December, 1850, respectively,*								5,777	2	3
TRAVELLING ALLOWANCE TO TEACHERS OF NATIONAL Schools attending the Examinations held by the Head and District Inspectors,								86,869	3	8
SALARIES, &c. TO TEACHERS OF EMBROIDERY and other Branches of Needlework in National Schools,								1,196	2	3
INSPECTION:								163	0	4
Salaries of Four Head Inspectors at, £250 each,					1,000	0	0			
Travelling Expenses Do					829	7	4			
Salaries of Thirty-four District Inspectors, at the rate of £250 per annum each, including travelling expenses,					8,000	2	3			
Do. of Six Sub-Inspectors, including travelling expenses					1,035	11	1			
Salary of Agricultural Inspector,					300	0	0			
Travelling Expenses Do.					145	13	11			
General Expenditure,					285	10	9			
BOOK DEPARTMENT:								11,596	4	4
Her Majesty's Stationery Office for Two Quarters (September and December, 1849), for Paper, Printing and Binding of National School Books, including Slates, Pencils, and other School Requisites,					9,583	19	11			
For Books, Maps, and Requisites purchased from Publishers, Cost of Carriage, &c.					7,614	9	4			
								17,198	9	3
OFFICIAL ESTABLISHMENT IN MARLBOROUGH-STREET:										
Salaries and Wages,					6,072	5	5			
Salary of Architect, £350 per annum, and Two Clerks of Works, at £3 per week each,					662	0	0			
Travelling Expenses of Do.					435	16	11			
Her Majesty's Stationery Office, for Office Stationery and Printing for Two Quarters (Sept. and Dec. 1849)					783	4	2			
REPAIRS AND WORKS CONNECTED WITH THE VARIOUS Departments of the Establishment,								7,953	6	6
								1,985	9	5
MISCELLANEOUS:										
Rent, Taxes, and Insurance,					261	9	9			
Coals, Gas, &c.					479	6	4			
Postage,					493	11	3			
Stamps,					152	2	5			
Law Expenses,					335	2	1			
Incidents,					152	0	8			
								1,863	12	6
BALANCE on the 31st of March, 1851,								153,473	17	2
								11,503	13	11
JAMES CLARIDGE, Accountant.								164,977	11	1

* Fifteen Months' Salaries are included in this account, in consequence of the Teachers being now paid Quarterly in place of Half-yearly. The last Account only included the Salaries due up to the 30th September, 1849.

MAURICE CROSS, } Secretaries.
JAMES KELLY, }

II.—TABLE showing the progressive Increase in the NATIONAL SCHOOLS, and the NUMBER of CHILDREN in attendance upon them, from the date of the First Report of the Commissioners of National Education in Ireland, to the 31st December, 1850.

No. and Date of Report.	No. of Schools in Operation.	No. of Children on the Rolls.
No. 1, 31st December, 1833, . . .	789	107,042
No. 2, 31st March, 1835, . . .	1,106	145,521
No. 3, do. 1836, . . .	1,181	153,707
No. 4, do. 1837, . . .	1,300	166,929
No. 5, do. 1838, . . .	1,384	169,548
No. 6, 31st December, 1839, . . .	1,581	194,971
No. 7, do. 1840, . . .	1,978	232,560
No. 8, do. 1841, . . .	2,337	261,849
No. 9, do. 1842, . . .	2,721	319,792
No. 10, do. 1843, . . .	2,913	355,390
No. 11, do. 1844, . . .	3,153	395,556
No. 12, do. 1845, . . .	3,426	432,844
No. 13, do. 1846, . . .	3,937	456,410
No. 14, do. 1847, . . .	3,825	403,632
No. 15, do. 1848, . . .	4,109	507,469
No. 16, do. 1849, . . .	4,321	480,623
No. 17, do. 1850, . . .	4,547	511,239

MAURICE CROSS, } Secretaries.
JAMES KELLY, }

III.—TABLE showing the Increase in the NATIONAL SCHOOLS, and the NUMBER of CHILDREN in attendance upon them, during the year 1850, as compared with the preceding year.

31st DECEMBER, 1849.	31st DECEMBER, 1850.
No. of Schools in operation, 4,321	No. of Schools in operation, 4,547
No. suspended, but not struck off the Roll, 12	No. suspended, but not struck off the Roll, 12
No. to which Building Grants had been made, not then in operation, 253	No. to which Building Grants have been made, not yet in operation, 160
Total No. of Schools on 31st December, 1849, 4,586	Total No. of Schools on 31st December, 1850, 4,719
	Deduct Schools on 31st December, 1849, 4,586
	Increase during the year 1850, 133*
No. of Children on the Rolls, as returned by the Managers, for half-year ending the 30th September, 1849, 475,954	No. of Children on the Rolls, as returned by the Managers, for the half-year ending 30th September, 1850, 502,508
Additional attendance upon Schools to which Salaries have been granted since 30th September, 1849, 4,669	Additional attendance upon Schools to which Salaries have been granted since 30th September, 1850, 8,731
480,623	511,239
	Deduct the returned attendance of September, 1849, and the additional attendance of that year, 480,623
	Increase during the year 1850, 30,616

Expected attendance in the 160 Building cases, . . . 15,343
Actual attendance upon the 4,547 Schools in operation, . . . 511,239
Actual attendance upon the 12 Suspended Schools, . . . Nil.

Total Number of Schools, 4,719 Total attendance, actual and expected, 526,582
* Total Number of Schools taken into connexion during the year 1850, 287
Deduct Schools struck off during the year 1850, 154

Net increase during the year, as above, 133
MAURICE CROSS, } Secretaries.
JAMES KELLY, }

IV.—TABLE showing in what Provinces the 287 New Schools, taken into connexion during the year 1850, are situated, and the nature of the Grants awarded to them.

Province.	Salary and Books.	Books only, being Workhouse Schools.	Towards Building and Furnishing Schools—Houses not yet completed.	Total.
Ulster, . .	88	—	11	99
Munster, . .	42	8	11	61
Leinster, . .	59	—	15	74
Connaught, . .	38	6	9	53
Total, . .	227	14	46	287

V.—TABLE showing the Number of National Schools in each Province, whether in Operation, in progress of Building, or Suspended, with their actual and expected Attendances.

Province.	In operation, with their attendance as returned on the Rolls for the half-year ending Sept. 30, 1850.		In progress of Building, with their expected attendance.		Suspended.	Total Number of Schools in connexion, the 31st Dec. 1850.
	No. of Schools.	Attendance.	No. of Building	Attendance.		
Ulster, . .	1,833	150,968	38	3,499	—	1,871
Munster, . .	1,035	150,238	39	3,781	—	1,074
Leinster, . .	1,124	138,053	30	2,778	4	1,158
Connaught, . .	555	63,240	53	5,285	8	616
Total, . .	4,547	502,508*	160	15,343	12	4,719

* There was, in addition to this number, an attendance of 8,731 Children in Schools to which Salaries have been granted during the three months, from the 30th September to the 31st December, 1850, making the total attendance on the rolls 511,239.

VI.—TABLE showing the Number of Workhouse Schools in connexion with the Board, on the 31st December, 1850, and the Provinces in which they are situated, included in Table V. of Schools in Operation.

Ulster,	28
Munster,	43
Leinster,	29
Connaught,	24
Total Schools,	124

40 *Appendix to Seventeenth Report of Commissioners [1850.*

VII.—TABLE showing the Number of Teachers trained during the year 1850, for National Schools, and for Schools not National, distinguishing the Religious Denominations of each.

Sex of Teachers.	Teachers trained for National Schools.					Teachers trained at their own expense for Schools not in connexion with the Board.					Total Number of National and Private Teachers trained in 1850.
	Established Church.	Presbyterian.	Dissenters of various other denominations.	Roman Catholics.	Total.	Established Church.	Presbyterian.	Dissenters of various other denominations.	Roman Catholics.	Total.	
Males.	7	32	2	144	185	1	—	—	2	3	188
Females.	8	9	—	70	87	2	5	—	21	28	115
Total.	15	41	2	214	272	3	5	—	23	31	303

VIII.—TABLES showing the Amount and Nature of Grants *paid* and Grants *awarded* to National Schools, during the year 1850.

Grants paid in 1850.							
Towards Building and Furnishing Schools.	Towards Repairing Houses vested in or assigned to Commissioners.	Number of Grants made, and Amount of Cash received for School Requisites sold at Reduced Prices.		Number and Value of Free Grants of Books and School Requisites.		Number of Teachers, Assistants, Workmistresses, and Monitors, and amount of Salaries, Premiums, and Gratuities paid to them.	
Amount.	Amount.	No. of Grants.	Amount.	No. of Grants.	Value.	No. of Teachers, &c. &c.	Amount.
£ s. d. 5,448 12 10	£ s. d. 1,079 5 5	5,342	£ s. d. 5,401 5 4	1,994	£ s. d. 7,102 17 11	5,464	£ s. d. 68,949 14 0

Grants Awarded in 1850.				
Number and Amount of Grants awarded towards Building and Furnishing new Schools		Amount of Grants awarded towards Repairing Houses vested in or assigned to Commissioners.	No. and Amount of Annual Rate of Salaries granted during the Year to the Teachers of New Schools, to Assistants, Workmistresses, Agricultural Teachers, and Monitors, &c. &c.	
No. of Grants.	Amount.	Amount.	No. of Teachers.	Amount.
46	£ s. d. 2,942 4 7	£ s. d. 1,423 8 3	432	£ s. d. 4,674 0 0

MAURICE CROSS, }
JAMES KELLY, } *Secretaries.*

IX.—RULES and REGULATIONS of the COMMISSIONERS OF NATIONAL EDUCATION, and DIRECTIONS for making APPLICATION for AID towards the BUILDING OF SCHOOL-HOUSES, or for the SUPPORT OF SCHOOLS.

1.—The Commissioners grant aid towards the Building and Support of Schools of two Classes, Elementary Schools and Schools of Industry; but they can grant aid only to a limited number of the latter, and these must be at certain distances from each other. It is an indispensable condition for aid towards a School of Industry, that a Work-room shall be annexed to it, if it be situated in a City or Town; and if it be a Country or Rural School, that a certain quantity of land shall be provided for Garden culture.

It is, however, for the Patrons of each National School to determine whether they will make Agricultural or other industrial instruction part of the Education which it affords. It is for the Commissioners to do what they can in aid of their efforts, by having the Teachers taught the principles and practice of improved Agriculture during their Training Course, and by receiving Agricultural Pupils at the Model Farm, Glasnevin. The Commissioners consider Schools for Females as of the class of Elementary Schools; but they require that instruction be there given in Sewing, Knitting, and other works suited to Females.

II.—As to Government of Schools with respect to Attendance and Religious Instruction.

1. The ordinary School business, during which all children, of whatever denomination they may be, are required to attend, is to embrace a specified number of hours each day.

2. Opportunities are to be afforded to the Children of each School for receiving such religious instruction as their parents or guardians approve of.

3. The Patrons of the several Schools have the right of appointing such religious instruction as they may think proper to be given therein, provided that each School be open to Children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction to which his parents or guardians object; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords. Subject to this, religious instruction may be given either during the fixed School hours or otherwise.

The following explanation of the preceding Rule, and observations of the Commissioners, accompanied by the *new Order* issued

by them in 1850, in reference to the 9th paragraph of section 2, are taken from their Sixteenth Report.

"We have recently issued an important Order, on the subject of religious instruction, to which we beg to draw your Excellency's attention. In our Report for the year 1847, we stated that our Secretaries having informed us that they had been frequently consulted, both personally and by letter, as to the true meaning of the following portion of section 2, paragraph 3, of the Rules of the Board with reference to religious instruction—'That due regard be had to parental right and authority; that, accordingly, no child be compelled to receive, or be present at, any religious instruction to which his parents or guardians object;' and that they deemed it desirable that we should supply them with an authoritative answer to such questions, we directed them, by a minute bearing date 18th November, 1847, to give the following explanation in reply to all such inquiries in future:—

'First—That the true interpretation of the words in question clearly is, that no child be compelled to receive, or to be present at, any religious instruction to which his parents or guardians object; and that this rule (in conjunction with the notification in the school-room of the arrangement for giving religious instruction as required by Rule 9, section 2) has hitherto been found amply sufficient for the full enforcement of parental authority.

'Secondly—That though all that is required by this rule (section 2, paragraph 3) is, that the Patron should engage not to compel any child to be present at such religious instruction; yet, should the Patron use any means, either directly or indirectly, to induce any child to attend such religious instruction, contrary to the desire of his parents or guardians, the Commissioners would consider such conduct inconsistent with the whole spirit of their system."

It was with a view to guard against the possibility of such a case arising, that the Commissioners gave the following important explanation of their sentiments in their Eleventh Report, for the year 1844, dated the 24th day of April, 1845:—

"It would be found impossible to lay down in detail any set of rules so accommodated to all the varying circumstances of every locality, and so guarded against all possible mistakes and misrepresentations, as to be secure from being violated in spirit, without any tangible infringement of the letter of them. For example, under our present rules, the Patron of a National School may give religious instruction during even the fixed school hours. A patron, Protestant or Roman Catholic, might possibly, availing himself of the letter of this rule, make so unjust a use of this privilege as to drive from the school all children of a persuasion different from his own, or induce them, if they remained, to share in the religious instruction to which they and their parents were conscientiously opposed. In such a case we should immediately interpose, and cause the Patron to abandon a course so inconsistent with the whole spirit of our system; or, in case of his refusal, we should strike the school off our roll.

"The Order which we have deemed it right to make is as follows:—'That the following arrangement be adopted for carrying out more effectually the Rule as to the notification of the time for giving religious instructions, as set forth in the 9th paragraph of section 2 of the Rules and Regulations of the Commissioners:—

'First—That the public notification of the time for religious instruction shall be inserted in large letters in the "Time Table" supplied by the Commissioners to all National Schools; and the Commissioners strongly recommend that, as far as may be practicable, the general nature of such religious instruction shall be also stated on the "Time Table."

'Secondly—That the "Time Table" shall be kept constantly hung up in a conspicuous place in the school-room,

'Thirdly—That, in order "that no child be compelled to receive, or to be present at, any religious instruction to which his parents or guardians object," the teacher shall immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and shall, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be also supplied by the Commissioners.

'Fourthly—That, when the secular instruction shall precede the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction, and, whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order, shall be carefully laid aside at its termination, in the press or other place appropriated for keeping the school-books.'

"Although, so far as we are aware, no case has ever yet occurred in which proselytism has taken place, either on the Roman Catholic or Protestant side, in any National School, yet fears have been entertained that such attempts might be made during the time set apart for religious instruction. The arrangement we have now adopted will, we trust, go far to remove such fears, and cannot be objected to by any one who places his school under us with the honest purpose of acting upon our leading principle. In founding our system, Lord Stanley announced, 'that even the suspicion of proselytism should be banished from it'—'that security would be afforded by it'—'that the most scrupulous care should be taken not to interfere with the peculiar tenets of any description of Christian pupils.' His language in this respect is in exact accordance with that employed in the Fourteenth Report of the 'Commissioners for inquiry into the state of all Schools on public or charitable foundations in Ireland.' In that Report, published in 1812, and signed by the Archbishops of Armagh and Cashel, by the Bishop of Killala, and by Provost Elrington, the Commissioners declare their hope that the scheme of National Education proposed by them will be cordially accepted by the people of Ireland. And they add these memorable words: 'That such will be its acceptance we shall indulge the more confident expectation, if all interference with the particular religious tenets of those who are to receive that instruction shall, in the first instance, be unequivocally disclaimed, and effectually guarded against. We conceive this to be of essential importance in any new establishments for the education of the lower classes in Ireland: and we venture to express our unanimous opinion that no such plan, however wisely and unexceptionably contrived in other respects, can be carried into effectual execution in this country, unless it be explicitly avowed, and clearly understood, as its leading principle, that no attempt shall be made to influence or disturb the peculiar religious tenets of any sect or description of Christians.' No person who does not from his heart adopt the sentiments here expressed by the Commissioners, and which are embodied in Lord Stanley's Letter, can conscientiously avail himself of our grants; and no one who does adopt those sentiments can object to the Order which we have issued on this occasion."

4. In Schools, towards the building of which the Commissioners have contributed, and which are, therefore, VESTED in Trustees, for the purposes of National Education, or, which are vested in the Commissioners in their corporate capacity, such Pastors or other Persons as shall be approved of by the parents or guardians of the Children respectively, shall have access to them *in the School-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose, whether those pastors or persons shall have signed the original application or otherwise.

44 *Appendix to Seventeenth Report of Commissioners* [1850.]

5. In Schools NOT VESTED, but which receive aid only by way of Salary and Books, it is for the Patrons to determine whether religious instruction shall be given in the School-room or not; but if they do not allow it in the School-room, the Children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

6. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version, as well as the teaching of Catechisms, comes within the rule as to religious instruction.

7. The rule as to religious instruction applies to Public Prayer and to all other religious exercises.

8. The Commissioners do not insist on the "Scripture Lessons," "Lessons on the Truth of Christianity," or book of "Sacred Poetry," being read in any of the National Schools, nor do they allow them to be read during the time of secular or literary instruction, in any School attended by Children whose parents or guardians object to their being so read. In such case the Commissioners prohibit the use of them, except at the times of religious instruction, when the persons giving it may use these books, or not, as they think proper.

9. Whatever arrangement is made in any School for giving religious instruction, must be *publicly notified* in the School-room, in order that those Children, and those only, may be present whose parents or guardians allow them.*

10. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the Children using them belong, are employed in communicating religious instruction, the title of each is to be made known to the Commissioners.

11. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Conductors of Schools intend for the ordinary School business, are to be reported to the Commissioners; and none are to be used to which they object; but they prohibit such only as may appear to them to contain matter objectionable in itself, or objectionable for *common* instruction, as peculiarly belonging to some particular religious denomination.

12. A Registry is to be kept in each School of the daily attendance of the Scholars and the average attendance, according to the Form furnished by the Commissioners.

III.—*Miscellaneous.*

1. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different

* See the Order made by the Commissioners for carrying out more effectually the above rule, as printed after rule 3, section 2.

religious denominations in the country should co-operate with one another in conducting National Schools.

2. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," and no other, shall be put up conspicuously on the school-house; and when a School-house is built partly by aid from them, a stone is to be introduced into the wall having that inscription cut upon it.

3. The Commissioners require that no use shall be made of the School-rooms for any purpose tending to contention, such as the HOLDING OF POLITICAL MEETINGS IN THEM, or bringing into them political petitions or documents of any kind for signature.

4. The Commissioners require that the National School-rooms shall not be converted into places of PUBLIC WORSHIP.

5. The Commissioners require the School-rooms to be used *exclusively for the purposes of Education*; and any breach of this Rule will be held to be a violation of the principles of the National Education System.

6. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import, be strictly inculcated in all Schools admitted into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another;" he taught them to love even their enemies, to bless those that curse them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii. v. 23), by behaving gently and kindly to every one.

7. The Commissioners regard the attendance of any of their Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

8. Should the Commissioners consider any Teacher employed in a School under the Board unfit for his office, or otherwise

objectionable, they require that he be dismissed, and another provided. Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary on sufficient cause being shown.

9. The Commissioners by themselves or their Officers, are to be allowed to visit and examine the Schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

IV.—*Inspection of Schools.*

1. ADMISSION OF VISITORS.

1. The public generally must have free access to every National School, during the hours devoted to secular instruction,—not to take part in the ordinary business, nor to interrupt it, but as Visitors, to observe how it is conducted.

2. Every Teacher of a National School is to receive courteously Visitors of all denominations, to afford them free access to the School-room, and full liberty to observe what books are in the hands of the Children, or upon the desks; what tablets are hung up on the walls, and what is the method of teaching; but they are by no means required to permit any person to interrupt the business of the School, by asking questions of Children, examining classes, calling for papers of any kind, or, in any other way, diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the Patrons or Managers of the School for it.

4. Every Teacher is required to have his Visitors' or Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the District is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. As the religious instruction of the Children is under the control of the Clergyman or lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any other Visitor, whether Clergyman or Layman, to interfere therewith.

2. INSPECTION BY THE COMMISSIONERS OR THEIR OFFICERS.

1. The Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of

the Local Conductors. The *Inspectors*, therefore, are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the conductors of the School, that *they* may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year.

3. The *District Inspector*, on each inspection, is to communicate with the Patron or Correspondent, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. He is to examine the Visitors' Book, or Daily Report Book, and to transmit to the Commissioners copies of any observations made therein which he may consider to be of importance.

5. He is not to make any observation in the Book except the date of his visit, the time occupied in the inspection of the School, showing the precise time at which it commenced, and the precise time at which it terminated; and also the number of Scholars present.

6. Upon ordinary occasions, he is not to give any intimation of his intended visit; but during the middle term of the year, from 1st of May to the 31st of August, when the inspection is to be public, he is to make such previous arrangements with the Local Managers, as will facilitate the attendance of the parents of the Children, and other persons interested in the welfare of the Schools.

7. He is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the School.

8. He is to examine all the classes in succession, in their different branches of study, so as to enable him to ascertain the degree and efficiency of the instruction imparted.

9. He is to examine the Class Rolls, Register, and daily Report Book; and to report with accuracy what is the actual number of Children receiving instruction at the School, and what is the daily average attendance.

10. He is to receive a monthly Report from the Teacher of each School, and also to make one quarterly himself to the Commissioners, in addition to his ordinary Report upon the School after each visit.

11. He is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

12. When applications for aid are referred to the District Inspector he is to communicate with the applicant so as to insure an interview, and also with the Clergymen of the different denominations in the neighbourhood, with a view of ascertaining their sentiments on the case, and whether they have any, and what, objections thereto. He is also to communicate personally, if necessary, with any other individuals in the neighbourhood.

13. The District Inspector is to avoid all discussions of a religious or political nature; he is to exhibit a courteous and conciliatory demeanour towards all persons with whom he is to communicate, and to pursue such a line of conduct as will tend to uphold the just influence and authority both of Managers and Teachers.

V.—As to Appointment, Salaries, Conduct of Teachers, &c.

1. GENERAL RULES AS TO APPOINTMENT AND CLASSIFICATION OF TEACHERS.

1. The appointment of Teachers rests with the Local Patrons and Committees of Schools, but the Commissioners are to be satisfied with the fitness of each, both as to character and general qualification; and the Local Patrons have the power of removing the Teachers of their own authority. The Teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with a spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers, a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. The Commissioners have provided a Normal Establishment in Marlborough-street, Dublin, for training Teachers, and educating persons who are intended to undertake the charge of Schools; and they do not sanction the appointment of a Teacher to any School, unless he shall have been previously trained at the Normal Establishment, or shall have been pronounced duly qualified by the Inspector of the District in which the School is situated.

3. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a Certificate of good character from the officiating Clergyman of the communion to which they belong; and must pass through an examination in the Books published by the Commissioners. They are to be boarded and lodged at the establishments provided by the Board for the purpose, in Dublin, and at Glasnevin in the immediate neighbourhood of Dublin, to which latter an Agricultural Department is attached. They are to receive Religious Instruction from their respective

Pastors, who attend on Tuesdays at the Normal Establishment; and on Sundays they are required to attend their respective places of Worship; and a vigilant superintendence is at all times exercised over their moral conduct.

4. They are to attend upon five days in the week at the Training and Model Schools, where lectures are delivered on different branches of knowledge, and where they are practised in the art of Teaching. They are to receive instruction in Agriculture, daily, and they attend on Saturdays at the Farm, at Glasnevin, which is conducted under the direction of the Commissioners, and where they see theory reduced to practice. They undergo a final examination at the close of their course, and each will then receive a certificate according to his deserts. The course of training at present occupies a period of four months and a half, and for a considerable time previous to their being summoned, they are required to prepare themselves for the course.

5. Teachers of Schools unconnected with the National Board, if properly recommended, are also admitted to attend the Normal Establishment, as day pupils, without any charge for tuition; but such persons maintain themselves at their own expense.

6. All Teachers, appointed after the 1st of April, 1851, who have not been previously classed by the Professors or by a Board of Inspectors, shall be paid as Probationers, until they be examined at the first General or Special Examination held in the district subsequently to their appointment. Those who then obtain classification, will be paid from the commencement of their service under the Board according to the rate of salary attached to their class.

7. This rule will not extend to any teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, shall receive the salary of the class to which they may be promoted, at any subsequent examination, from the commencement of the quarter in which their classification shall be determined.

9. Teachers who after their first examination have been retained on trial as Probationers, if not recommended for promotion by the Head or District Inspectors, at the next ensuing examination, or by the Professors after training, cannot be continued in the service of the Board; but their salaries will be paid for one month subsequent to the date of dismissal.

10. All newly appointed Teachers who, after examination by the Inspectors, may be found wholly unqualified, shall be paid salary up to the close of the month in which the Commissioners refuse to sanction their appointment.

11. The Pupil Teachers of District Model Schools, on taking

50 *Appendix to Seventeenth Report of Commissioners* [1850.]

charge of National Schools after the completion of their course of training, shall rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first General or Special Examination held after their appointment in the district in which their Schools are situated, from which date they will be paid according to their classification.

12. All Teachers must remain at least one year in a lower division of any class before they are eligible for examination with a view to promotion to a higher division; and they must remain two years in a class before they can become candidates for a higher class. These conditions, however, being fulfilled, Teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification (except untrained Teachers who cannot be placed in the First Class) without requiring them to pass through the intermediate divisions.

13. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

14. All Teachers, except Probationers, recommended for promotion after a course of training, will receive the increase of salary from the commencement of the quarter in which they are classed by the Professors.

15. No Teachers can be raised to any division of the First Class, unless they shall have been trained at the Normal School of the Commissioners, and recommended for promotion by the Professors at the end of the course of training, or by a Board of Inspectors.

16. The Commissioners have determined upon a course of study for each class, in which the teachers are to be examined as a test of their fitness for promotion; but their general conduct, the condition of their respective schools, their method of conducting them, and the daily average attendance of pupils, will also be taken into consideration.

17. No Teacher will be admitted to examination, with a view to promotion, on whose School a decidedly unfavorable report has been made by the District Inspector within the previous year.

18. Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of their respective District Inspectors, that their Schools are properly organized and well conducted; that adequate exertions have been made by them to keep up a sufficient average attendance; that their junior classes are carefully taught, and that a fair proportion of the pupils of the higher Classes, besides being proficient in the ordinary branches of Reading, Spelling, and Writing, are

possessed of a respectable amount of knowledge in, at least, Grammar, Geography, and Arithmetic. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

19. It must also appear from the reports of their Inspectors, that their School Accounts have been regularly and correctly kept, that their Schools and School premises have been preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them.

20. Satisfactory Certificates of conduct and character will be required of all Candidates.

21. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

22. The Head and District Inspectors are authorized to recommend that such Teachers be removed, fined, or lowered in their classification as may have conducted themselves improperly, or in whose Schools the attendance has considerably decreased, or who, from any other cause, may seem to these officers to merit such punishment.

23. Salaries are granted by the Commissioners to the Teachers *individually*. No new Teacher, therefore, is to receive a Salary from them unless they have first approved of him; the amount is regulated by the Class in which he may be placed.

2. Salaries and Gratuities to Teachers and Paid Monitors.

1. The Commissioners grant salaries and gratuities to Teachers and to Paid Monitors of National Schools at the following rates, subject to the foregoing and annexed regulations:—

Ordinary National Schools.

	Males.	Females.
First Class Teachers, { 1st Division, £35 . . . £24 per annum.		
{ 2nd do. 28 . . . 20 "		
{ 3rd do. 24 . . . 18 "		
Second Class do., { 1st Division, 21 . . . 16 "		
{ 2nd do. 19 . . . 15 "		
Third Class do., { 1st Division, 17 . . . 14 "		
{ 2nd do. 15 . . . 13 "		
Probationary Teachers, 11 . . . 10 "		
Assistant Teachers, if qualified as } 11 . . . 10 "		
Probationers only, }		
Do. if qualified for any Division } 15 . . . 13 "		
of a higher Class, }		
Mistresses to teach Needlework, 8 "		

2. The Commissioners require that a further income be secured to the Teacher, either by Local Subscription or School-fees, to such amount in each case as they may direct; and the Commissioners also require that the payments made by the Children shall not be diminished in consequence of any increase of Salary which may be awarded to the Teacher.

Agricultural Schools.

1. Masters of Agricultural Model Schools who are competent to conduct both the Literary and Agricultural Departments are, whatever may be their classification, to receive £10 per annum, in addition to the salary of the class in which they may be placed; and provided their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that, in all cases, such teachers shall have secured to them for their *combined* services a salary of £30 a-year at least.

2. Masters of National Schools, having a small portion of land annexed to their Schools, consisting of from two to three acres, for the purpose of affording Agricultural instruction, will receive £5 per annum, in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

3. In cases where a sufficient number of acres of land are attached to Workhouse Schools in connexion with the National Board of Education, the Commissioners award annual gratuities, not exceeding £15 to each, to such of the Agricultural Teachers who shall be recommended as deserving of them by the Agricultural Inspectors.

Assistant Teachers.

Salary not to exceed £15 for Males, and £13 for Females.

1. The Commissioners will not grant a higher rate of Salary than the above to an Assistant Teacher, even if classed; nor will they consider any application for a grant of Salary to an Assistant in any School in which there is not a daily average attendance of at least seventy-five Pupils; and in Schools whose average attendance does not rise considerably above this, and which are already provided with Paid Monitors, Assistants cannot be recognized by the Board.

2. When applications for an Assistant are laid before the Commissioners, they will determine whether it will not be more advisable to appoint a Paid Monitor.

3. Assistant Teachers will not be sanctioned whose qualifications are not at least equal to those required of Probationers.

Workmistresses.

Salary, £8 per annum.

1. The Commissioners will not grant Salary to Workmistresses

unless there be a sufficient daily average attendance of Pupils, and the Commissioners require that at least two hours each day be devoted by them to instruction in this branch.

2. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework.

Schools in Connexion with Religious Bodies.

1. In Schools of this description, salary is paid according to a per centage on the daily average attendance:—

£20	per annum for 100 daily average.	
£40	"	200
£60	"	300
£77	"	400
£94	"	500
£111	"	600

And for every 50 over 600 at the rate of £15 per cent.

Industrial Schools.

1. In National Schools where embroidery and other high branches of Needlework are taught, the amount of Salary granted for giving such instruction is regulated by the nature of the work, and the number of Pupils engaged in it.

Paid Monitors.

SALARIES.

For the First Year,.....	£4.
For the Second Year,.....	£5.
For the Third Year,.....	£7.
For the Fourth Year,.....	£8.

1. The number of Paid Monitors is limited to eight males and four females in each District, selected from among the best Pupils in the National Schools, and appointed upon the recommendation of the District Inspectors, subject to the approval of the Commissioners.

2. This appointment cannot be held for a longer period than FOUR YEARS, at the expiration of which the salary will be discontinued.

3. The Salary may, however, be withdrawn at any time, should want of diligence, efficiency, or good conduct on the part of the Monitor, or any other circumstance, render such a course desirable.

4. The District Inspector selects the Schools to which Paid Monitors should be appointed; and when vacancies occur, whether before or after the expiration of four years, it does not necessarily follow that a successor shall be appointed in the same Schools.

5. When all the District Model Schools are established, candidates for the office of Paid Monitor must undergo a Public Examination by the Inspectors, in a prescribed course, to be held in those Schools.

6. The selection will be made, as far as possible, from those who have shown aptitude for teaching.

7. The Candidates should not be under fourteen nor over sixteen years of age. They must be of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as Teachers.

8. The School to which the Candidate belongs should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a Paid Monitor, and the Teacher should be qualified to give instruction in the prescribed course.

9. The Paid Monitors' Programme can be obtained on application to the District Inspector.

10. Paid Monitors who have completed the four years of their course in a satisfactory manner, are eligible, on examination by the Inspectors, for the situation of Assistant Teacher, or of Pupil Teachers in District Model Schools.

Scale of Gratuities to Masters and Mistresses of Workhouse Schools.

1. The Commissioners of National Education have resolved, with the concurrence of the Poor Law Commissioners, to award annual gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

2. The gratuities are divided into two classes :—

For Male Teachers,	{	First Class,	. Twenty at £6 a-year each.
		Second Class,	. Twenty at £4 a-year each.
For Female Teachers,	{	First Class,	. Twenty at £5 a-year each.
		Second Class,	. Twenty at £3 a-year each.

3. The payment will be made half-yearly, with the usual issue of Salary to Teachers of National Schools, after the 31st March, and 30th September, in each year.

4. It is to be understood that such gratuities are given in *addition* to the Salaries paid to the Teachers of Workhouse Schools, under the provisions of the Poor Law Act.

5. No Teacher is precluded from receiving the gratuity two or more years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having received one year's gratuity, is not thereby *entitled* to a continuance of it.

Scale of Premiums to Masters and Mistresses of National Schools who are most distinguished by the Order, Neatness, and Cleanliness observable in themselves, their Pupils, and in the School-houses.

1. The sum of £22 10s. will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4,	.	.	.	.	.	£4.
Two of £3,	.	.	.	.	.	£6.
Five of £1 10s.	.	.	.	.	.	£7 10s.
Five of £1,	.	.	.	.	.	£5.

2. These Premiums will be awarded ANNUALLY on the recommendation of the District Inspector, and paid at the end of the year.

3. No distinction is made between Vested and Non-Vested Schools.

4. No Teacher is eligible for these Premiums for more than two years in succession.

5. These Premiums will be awarded without reference to the Class in which the Teachers may be placed; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in a satisfactory manner.

VI.—Books.

1. The Commissioners furnish gratuitously to each School a first Stock of School-books, in proportion to the attendance of Children, which is renewed at the end of every three years. They are to be kept as a School Stock, for which the Master or Mistress is held responsible, and they are on no account to be taken out of the School. The Commissioners also supply Books from time to time for the general use of the Children, and School Requisites, such as Paper, Slates, Quills, &c., at reduced rates.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School. Any additional books and maps; stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

3. The value of the grant is regulated by the daily average attendance, as ascertained from the reports of the inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the *whole* list of books supplied by the Com-

missioners, and are at liberty to choose such of them as they most approve of, and to omit any to which they object.

4. When Books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon, any infraction of this rule.

VII.—*Building.*

1. Before any grant is made towards Building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory Lease of the site will be executed to the Commissioners in their Corporate capacity; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the House, providing Furniture, &c.

2. If the proposed site be for a School in a Rural District, and be within three statute miles of a School-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

3. Although the Commissioners do not absolutely refuse aid towards the erection of School-houses on ground connected with a place of Worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, strict inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

4. The School premises must be vested in the Commissioners, at a nominal rent, and for such term, under the circumstances, as they may deem necessary.

5. The Commissioners will keep in repair the School-house and Furniture, where the premises are vested in them in their Corporate capacity.

6. When Grants are voted towards the Building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced.*

7. No Grant can be made until the District Inspector shall have reported upon all the circumstances of the case.

8. The Commissioners determine from the information afforded them the dimensions of the proposed Building.

9. The Commissioners cannot, in any case, pay more than two-thirds of the sum which they may deem necessary for the erection of the School-house (including Furniture, &c.); and they invariably

require that the remaining one-third, at least, shall be locally provided for.

10. The cost of the House, &c., is determined by the number of Children which it is intended to accommodate, allowing an area of six square feet for each child.

Example.—A School-house capable of accommodating one hundred Children should contain not less than an area of six hundred square feet, and should be 10 feet high to the wall-plate.

11. The Commissioners furnish instructions as to the Plan and Specification, to which the parties receiving aid are bound strictly to adhere.

12. The Commissioners do not contribute to the ornamenting of School-houses, but merely to such expenditure as may be necessary for having the Children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

13. The Commissioners do not contribute towards the expense of erecting Residences for the Teachers, except in the case of a District Model School.

14. The House, Furniture, &c., must be completed, the Teacher or Teachers appointed, and the school in operation, before the Grants can be paid.

15. The whole of the works must be completed within twelve months from the date of the execution of the Lease (unless by special permission) or the Grants will be forfeited.

16. The Commissioners do not make advances or instalments of their Grants.

17. Previous to the payment of the Grants, a Certificate, according to a Form furnished, must be forwarded to the Commissioners, stating that the School-house, Furniture, &c., have been completed in a satisfactory and workmanlike manner, and built according to the dimensions and directions set forth in the Plan and Specification. This Certificate to be signed by the Manager and by the Contractor. The work to be approved of by the Clerk of Works, or by any other person authorized by the Commissioners or the Government to examine it; and if a question arise as to the expenditure incurred, the accounts must be submitted to any audit which may be deemed necessary.

18. The Commissioners do not make Grants to purchase School-houses, nor to purchase, alter, or furnish other Houses, for the purpose of being converted into School-houses.

Form of Lease to the Commissioners of National Education, in their Corporate capacity.

THIS INDENTURE made the day of
 18, , in the Year of our Lord One Thousand Eight Hundred
 and , BETWEEN
 of the first part ; of the
 second part ; and THE COMMISSIONERS OF NATIONAL EDUCATION
 in IRELAND, of the third part. WHEREAS the said Commissioners,
 by Her Majesty's Royal Charter, bearing date the 26th day of
 August, in the Year of our Lord One Thousand Eight Hundred
 and Forty-five, have been incorporated, and are by said Charter
 empowered to take and hold lands as therein mentioned. AND
 WHEREAS the Education of the Poor of Ireland has been heretofore,
 and is now, carried on by the said Commissioners, on the prin-
 ciple of avoiding all interference whatsoever with conscien-
 tious scruples on the score of religion, and accordingly, the Schools
 under their control are open alike to Children of all religious
 denominations ; and no Child is required to be present at any
 religious instruction or exercise of which his Parents or Guar-
 dians may disapprove, and opportunities are afforded to all Chil-
 dren to receive separately at particular periods, to be specified in
 the rules of each School, such religious instruction as their Parents
 or Guardians approve of. AND WHEREAS the management of such
 Schools belongs to the respective local Patrons thereof, who have
 the power of appointing the Teachers, subject to the approbation
 of the said Commissioners, and of removing them of their own
 authority. AND WHEREAS the said desirous that a
 National School, to be called National School, should
 be established on the principles aforesaid, on the lot of ground
 hereinafter demised ; and the said and
 have been nominated as Patrons of the said intended National
 School, and have been approved of by the said Commissioners.
 NOW THIS INDENTURE WITNESSETH that the said
 in order to promote the said object, granted
 and demised, and by these presents grant and demise unto the
 said Commissioners of National Education in Ireland, all that lot
 of ground described in the map thereof on the margin of these
 presents delineated, situate in the townland of parish
 of barony of and county of
 containing and bounded
 to hold the same to the said Commissioners of National Education
 in Ireland, from the day of the date of these presents, for and
 during yielding therefor during
 the said term, the rent of one penny on the Feast of St. Michael
 in every year, if same shall be demanded. And it is hereby
 expressed and declared, and it is the true intent and meaning of

these presents, and of the several and respective parties hereto, that each and every School to be kept and established on the premises hereby demised, shall be kept open for a competent number of hours in each day, at the discretion of the said Commissioners, and shall, during said hours, be used for moral and literary education only; and that one day in each week, or part of a day in the week, independently of Sunday, shall be set apart for the religious instruction of the Children, on which day or part of a day, such Pastors or other persons as may be approved of by the Parents or Guardians of the Children respectively shall have access to them in the School-room for that purpose, whether those Pastors or persons shall have signed the original application or not. And also, that convenient opportunity be afforded to them for the same purpose on other days of the week, and that where any course of Religious Instruction is to be pursued in any such School as aforesaid, during School-hours, to which the Parents or Guardians of any of the Children attending such School shall object, an arrangement shall be made for having such Instruction given to those who are to receive it at a stated time, or in a separate place, so that no Children whose Parents or Guardians object to their being so, be compelled to receive or to be present at it. And further, that no books shall be used in the ordinary School business, save and except those which shall be reported to, and sanctioned by, the said Commissioners. And further, that if any other Books than the Holy Scriptures, or the Standard Books of the Church to which the Children using them belong, be employed in communicating Religious Instruction, then, and in such case, the title of each such book or books shall be made known to the said Commissioners. And further, that all the Master or Masters, Teacher or Teachers, of each and every such School for the time being, shall not only in the first instance, if the said Commissioners shall see fit, before he, she, or they, shall be so appointed, have received previous instruction in the General Normal Establishment in Dublin, or at one of the District Model Schools of the said Commissioners, and shall also have obtained from the said Commissioners, if the said Commissioners shall so think fit, testimonials of good conduct and general fitness, but shall be liable to be fined and removed, or suspended from time to time, and at all times when and as often as the said Commissioners shall deem it necessary, in such way and manner as they shall deem expedient or see fit, upon good and sufficient cause being shown. And further, that the public of all denominations whether clergy or laity, shall have access to each and every such School, in the manner and under the restrictions particularly set forth in the Rules and Regulations of the said Commissioners, under the head and title of "Inspection of Schools," to observe how such School may be conducted. And that no meetings of any

kind whatever be summoned, held, or convened, or permitted so to be in any such School-house, or in any part or room thereof, or on the premises hereby conveyed or intended so to be, save such as may relate exclusively to the business thereof; and that no petition or document of any kind whatsoever, save such as may relate exclusively to the business of the said School, be brought or carried into any such School-house or premises, or any part thereof, for signature or otherwise; and that such School-house and premises, or any part thereof, shall not be converted into a place of public worship, or used for any purpose save that of such school; and that from and after the day of the date of these presents, every such School-house shall be kept in full and sufficient repair by the said Commissioners, and that local contributions shall be raised towards payment of the Teachers' salary of such School, after the manner set forth in the Rules and Regulations of the said Commissioners. PROVIDED ALWAYS, and it is hereby further expressed and declared to be the true intent and meaning of these presents, and of the several parties hereto, that in case any of them, the said and or any Patron hereafter to be appointed, shall die, or be desirous of being discharged from the management of said School, or shall go or reside out of Ireland, or shall neglect or refuse, or become incapable to act as such Patron, it shall and may be lawful to and for the surviving or continuing Patron or Patrons, to nominate and appoint a new Patron or Patrons in the room of any such Patron or Patrons, such new Patron or Patrons to be first approved of by the said Commissioners; and in case such surviving or continuing Patron or Patrons shall decline, neglect, or refuse to exercise the powers of appointment hereby given as aforesaid, within six calendar months after all or any of the events hereinbefore mentioned shall arise, happen, or take place, that then, and in all or any of such case or cases, it shall and may be lawful to and for the said Commissioners to nominate and appoint such new Patron or Patrons as aforesaid for the management of said School. And the said hereby for and heirs, executors, administrators, and assigns, covenant and agree to and with the said Commissioners, that he and they, their and his heirs, executors, administrators, and assigns, shall and will, from time to time, and at all times hereafter, upon the request of the said Commissioners, and at own proper costs and charges, do, perform, and execute all and every such further and other act and acts, deed and deeds, assignment, conveyance, release, and assurance in the law whatsoever, for corroborating and confirming these presents, as by the said Commissioners or their Counsel learned in the law, shall, in that behalf, be reasonably advised, devised, required, demanded, or directed. And the said covenant with the said Commissioners of National Education in Ireland, that the

said Commissioners, paying the said rent, if demanded, shall and may peaceably and quietly possess and enjoy the said premises for the said term, without any disturbance from the said

heirs, executors, administrators, and assigns. IN WITNESS WHEREOF, the said hereunto put hand and seal, and the said Commissioners have caused their Corporate Seal to be affixed hereto, the day and year first above written.

Signed, Sealed, and Delivered by the said
in the presence of

VIII.—*Aids to Schools previously established.*

1.

1. The aid granted to Schools previously established is limited to Salary and Books.

2. Before such aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's Salary, either by School-fees or otherwise; that the School-house is in good repair, and provided with a sufficient quantity of suitable Furniture; that a competent Teacher has been appointed; that the School is in operation; and that there is a sufficient daily average attendance of Children.

3. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a report upon all the circumstances of the case.

4. To entitle a School to a continuance of aid, the House and Furniture must be kept in sufficient repair by means of local contributions; the School conducted, in all respects, in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear, from the Register of the School, that there is a sufficient daily average attendance of Pupils.

2.—WORKHOUSE SCHOOLS.

Extract from the Act for the more effectual Relief of the Destitute Poor of Ireland, 1st and 2nd Viet. ch. 56, sec. 49:—

“And be it enacted, That no order of the Commissioners, nor any by-law, shall oblige any inmate of any workhouse to attend or be

“present at any religious service which may be celebrated in a mode
 “contrary to the religious principles of such inmate, nor shall
 “authorize the education of any child in such workhouse in any
 “religious creed other than that professed by the parents or surviving
 “parent of such child, and to which such parents or parent shall
 “object, or, in the case of an orphan, to which the guardian or
 “guardians, godfather or godmother of such orphan, shall object:
 “Provided also, that it shall be lawful for any regular minister of the
 “religious persuasion of any inmate of such workhouse at all times
 “in the day, on the request of such inmate, to visit such workhouse,
 “for the purpose of affording religious assistance to such inmate,
 “and also for the purpose of instructing his child or children in the
 “principles of his religion.”

Such Schools are received into connexion, and grants of Books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that the provisions of the above enactment, in reference to Religious Instruction, shall be faithfully observed.

The Commissioners have resolved, with the concurrence of the Poor Law Commissioners, to award annual gratuities to a certain number of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

For Scale of Gratuities and the conditions under which they are awarded, see section V.

3.—SCHOOLS ATTACHED TO PRISONS.

Such Schools are received into connexion, upon the same general principles as the Workhouse Schools, and grants of Books are made thereto.

IX.—1. As applications for aid have frequently been made in respect of expenses incurred previously to any communication with the Commissioners, they desire it to be distinctly understood, that they will not hold themselves bound to grant assistance in any case, unless application shall have been made to them in the first instance, unless such application shall have been approved of, and unless they shall have funds at their disposal when they come to decide upon the case, to enable them to grant the required aid. Applicants are therefore recommended not to incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid, as set forth

in the foregoing Regulations, in every case ; nor can they grant any unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. Persons desirous of obtaining assistance from the Commissioners of National Education, under any of the foregoing heads, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners.

4. All communications in reference to National Schools should be made by the Manager or Correspondent. The Commissioners do not correspond with Teachers.

5. All letters should be directed as under. No communications are received which are not prepaid, except those containing Documents sent from this office, and which are required to be returned.

*The Secretaries,
Education Office,
Marlborough-street,
DUBLIN.*

By Order of the Commissioners,

MAURICE CROSS, }
JAMES KELLY, } *Secretaries.*

APPENDIX X.—FORMS OF LEASE AND ASSIGNMENT.

1.—*Present Form of Lease to the Commissioners of National Education, in their Corporate capacity.*

THIS INDENTURE made the _____ day of _____ 18____, in the Year of our Lord One Thousand Eight Hundred and _____, BETWEEN _____ of the first part ; _____ of the second part ; and THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, of the third part. WHEREAS the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the Year of our Lord One Thousand Eight hundred and Forty-five, have been incorporated, and are by said Charter empowered to take and hold lands as therein mentioned.

64 *Appendix to Seventeenth Report of Commissioners [1850.]*

AND WHEREAS the Education of the Poor of Ireland has been, heretofore, and is now, carried on by the said Commissioners, on the principle of avoiding all interference whatsoever with conscientious scruples on the score of religion, and accordingly, the Schools under their control are open alike to Children of all religious denominations; and no Child is required to be present at any religious instruction or exercise of which his Parents or Guardians may disapprove, and opportunities are afforded to all Children to receive separately at particular periods, to be specified in the rules of each School, such religious instruction as their Parents or Guardians approve of. AND WHEREAS the management of such Schools belongs to the respective local Patrons thereof, who have the power of appointing the Teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority. AND WHEREAS the said desirous that a National School, to be called National School, should be established on the principles aforesaid, on the lot of ground hereinafter demised; and the said and have been nominated as Patrons of the said intended National School, and have been approved of by the said Commissioners. NOW THIS INDENTURE WITNESSETH that the said in order to promote the said object, granted and demised, and by these presents grant and demise unto the said Commissioners of National Education in Ireland, all that lot of ground described in the map thereof on the margin of these presents delineated, situate in the townland of parish of barony of and county of containing and bounded to hold the same to the said Commissioners of National Education in Ireland, from the day of the date of these presents, for and during yielding therefor during the said term, the rent of One Penny on the Feast of St. Michael in every year, if same shall be demanded. And it is hereby expressed and declared, and it is the true intent and meaning of these presents, and of the several and respective parties hereto, that each and every School to be kept and established on the premises hereby demised, shall be kept open for a competent number of hours in each day, at the discretion of the said Commissioners, and shall, during said hours, be used for moral and literary education only; and that one day in each week, or part of a day in the week, independently of Sunday, shall be set apart for the religious instruction of the Children, on which day or part of a day, such Pastors or other persons as may be approved of by the Parents or Guardians of the Children respectively shall have access to them in the School-room for that purpose, whether those Pastors or persons shall have signed the original application or not. And also, that convenient opportunity be afforded to them for the same purpose on other days of the

week, and that where any course of religious instruction is to be pursued in any such School as aforesaid, during School-hours, to which the Parents or Guardians of any of the Children attending such School shall object, an arrangement shall be made for having such instruction given to those who are to receive it at a stated time, or in a separate place, so that no Children whose Parents or Guardians object to their being so, be compelled to receive or to be present at it. And further, that no books shall be used in the ordinary School business, save and except those which shall be reported to, and sanctioned by, the said Commissioners. And further, that if any other books than the holy Scriptures, or the standard books of the Church to which the Children using them belong, be employed in communicating religious instruction, then, and in such case, the title of each such book or books shall be made known to the said Commissioners. And further, that all the Master or Masters, Teacher or Teachers, of each and every such School for the time being, shall not only in the first instance, if the said Commissioners shall see fit, before he, she, or they shall be so appointed, have received previous instruction in the General Normal Establishment in Dublin, or at one of the District Model Schools of the said Commissioners, and shall also have obtained from the said Commissioners, if the said Commissioners shall so think fit, testimonials of good conduct and general fitness, but shall be liable to be fined and removed, or suspended from time to time, and at all times when and as often as the said Commissioners shall deem it necessary, in such way and manner as they shall deem expedient or see fit, upon good and sufficient cause being shown. And further, that the public of all denominations, whether clergy or laity, shall have access to each and every such School, in the manner and under the restrictions particularly set forth in the Rules and Regulations of the said Commissioners, under the head and title of "Inspection of Schools," to observe how such School may be conducted. And that no meetings of any kind whatever be summoned, held, or convened, or permitted so to be in any such School-house, or in any part or room thereof, or on the premises hereby conveyed or intended so to be, save such as may relate exclusively to the business thereof; and that no petition or document of any kind whatsoever, save such as may relate exclusively to the business of the said School, be brought or carried into any such School-house or premises, or any part thereof, for signature or otherwise; and that such School-house and premises, or any part thereof, shall not be converted into a place of public worship, or used for any purpose save that of such School; and that from and after the day of the date of these presents, every such School-house shall be kept in full and sufficient repair by the said Commissioners, and that local contributions shall be raised towards payment of the Teach-

ers' salary of such School, after the manner set forth in the rules and regulations of the said Commissioners. PROVIDED ALWAYS, and it is hereby further expressed and declared to be the true intent and meaning of these presents, and of the several parties hereto, that in case any of them, the said and or any Patron hereafter to be appointed, shall die, or be desirous of being discharged from the management of said School, or shall go or reside out of Ireland, or shall neglect or refuse, or become incapable to act as such Patron, it shall and may be lawful to and for the surviving or continuing Patron or Patrons to nominate and appoint a new Patron or Patrons in the room of any such Patron or Patrons, such new Patron or Patrons to be first approved of by the said Commissioners; and in case such surviving or continuing Patron or Patrons shall decline, neglect, or refuse to exercise the powers of appointment hereby given as aforesaid, within six calendar months after all or any of the events hereinbefore mentioned shall arise, happen, or take place; that then, and in all or any of such case or cases, it shall and may be lawful to and for the said Commissioners to nominate and appoint such new Patron or Patrons as aforesaid, for the management of said School. And the said hereby for and heirs, executors, administrators, and assigns, covenant and agree to and with the said Commissioners, that he and they, their and his heirs, executors, administrators, and assigns, shall and will, from time to time, and at all times hereafter, upon the request of the said Commissioners, and at own proper cost and charges, do, perform, and execute all and every such further and other act and acts, deed and deeds, assignment, conveyance, release, and assurance in the law whatsoever, for corroborating and confirming these presents, as by the said Commissioners or their Counsel learned in the law, shall, in that behalf, be reasonably advised, devised, required, demanded, or directed. And the said

 covenant with the said Commissioners of National Education in Ireland, that the said Commissioners, paying the said rent, if demanded, shall and may peaceably and quietly possess and enjoy the said premises for the said term, without any disturbance from the said heirs, executors, administrators, and assigns. IN WITNESS WHEREOF, the said hereunto put hand and seal , and the said Commissioners have caused their Corporate Seal to be affixed hereto, the day and year first above written.

*Signed, Sealed, and Delivered by the said
in the presence of*

2.—Form of Assignment or Conveyance of National School Premises, by Trustees, to the Commissioners of National Education, in their Corporate capacity.

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and of the first part ; of in the of the second part ; and the COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, of the third part. WHEREAS by Indenture of Lease, bearing date the day of One Thousand Eight Hundred and made between of the first part, the several persons therein named and described as the Commissioners appointed for administering the Funds placed at the disposal of HIS EXCELLENCY THE LORD LIEUTENANT OF IRELAND, for the Education of the Poor of Ireland, of the second part, and the said therein described as Trustees named and approved of by and on behalf of the said Commissioners, of the third part, after reciting among other things, that it was the wish and intention of the said and of the said Trustees, parties thereto, that a School with the approbation and under the control of the said Commissioners parties thereto, should be established in the Parish of and the County of and that the therein named Commissioners had, in order to promote the establishment of said School, directed that a sum of sterling should be paid to the said Trustees out of the Fund so placed at the disposal of His Excellency the Lord Lieutenant of Ireland, the said in order to effectuate the purposes aforesaid, and for the considerations therein mentioned, demised unto the said as Trustees aforesaid, ALL THAT Lot or Piece of Ground, situate, lying, and being in the Townland of Parish of Barony of and County of whereon there had been erected and built a School-house for the Education of the Poor Children in the Parish aforesaid, containing in front feet or thereabouts, and in breadth in the rear feet or thereabouts, and in depth from front to rear feet or thereabouts, meared and bounded together with all Buildings and Improvements erected and made thereon, and all and singular the Rights, Members, Privileges, Passages, Appendancies, and Appurtenances to the said Lot of Ground and Premises belonging, or in anywise appertaining, which said Lot of Ground is more particularly described by the map thereof on said Indenture of Demise inserted, TO HOLD the same to the said Executors, Administrators, and Assigns, for and during upon the Trusts, and for the Uses and Purposes thereafter mentioned and declared concerning the same, they the said Executors, Administrators, and Assigns, yielding and paying unto the said Heirs, Executors, Admi-

nistrators, and Assigns, during the continuation of the said demise, the sum of on the in each and every year. And WHEREAS by Royal Letters Patent, duly enrolled in the Court of Chancery in Ireland, and bearing date the 26th day of August, in the 9th year of the Reign of Her Majesty Queen Victoria, the then Commissioners appointed for administering the Funds placed as aforesaid at the disposal of His Excellency the Lord Lieutenant of Ireland, for the Education of the Poor of Ireland, and all and every other person who from time to time for ever thereafter should be appointed, as therein is particularly mentioned, COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, were erected and constituted a Body Corporate and Politic by the Style of THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, with perpetual succession and with power to purchase and hold Lands and Hereditaments, Goods and Chattels, as therein particularly mentioned :

AND WHEREAS the said are desirous of being discharged from the Trusts by said Indenture of Demise of the created. AND WHEREAS in order the better to effect and carry into execution the Trusts of said Indenture, it is deemed expedient that the said Premises thereby demised should (with the consent of the said) be conveyed unto the said Commissioners of National Education in Ireland, in their Corporate capacity. Now THIS INDENTURE WITNESSETH, that in consideration of the premises, and also in consideration of the sum of Ten Shillings paid to the said by the said Commissioners of National Education in Ireland, immediately before the execution of these Presents, the receipt whereof is hereby acknowledged they the said do by these presents with the consent and by the direction of the said testified by his being a party to and signing and sealing these presents, grant and assign unto the said Commissioners of National Education in Ireland, ALL THAT Lot or Piece of Ground hereinbefore and in said Indenture of Demise of the day of particularly mentioned and described, and all the Estate, Right, Title, Trust, Possession, Claim, and Demand, both at Law and in Equity, of them, the said of, in, and to the said Premises with their Appurtenances together with the said Indenture of Demise, and all benefit and advantage thereof, to HOLD the same with the Appurtenances, unto the said Commissioners of National Education in Ireland, henceforth for and during the residue now unexpired of the said term of years,

subject nevertheless to the payment of the Rent and the performance of the Trusts and Covenants in said Indenture reserved, declared, and contained. And the said each for himself, his Heirs, Executors, and Administrators, and not the one for the other of them, or for the Heirs, Executors, or Administrators of the other, do hereby Covenant with the said Commissioners of National Education in Ireland, their Successors and Assigns,

that notwithstanding any act done or suffered by them, the said Lease is valid and subsisting, and that they now have power to assign the same, and the Premises thereby demised in manner aforesaid, and that they and every person lawfully claiming through or under them, or any of them, will at any time hereafter, on the request and at the cost of the said Commissioners of National Education in Ireland, do any further act to assign and confirm the said hereinbefore recited Lease and the Premises thereby demised, as the said Commissioners of National Education in Ireland, their Successors and Assigns shall direct or require. IN WITNESS whereof the said parties of the first and second parts have hereunto affixed their Hands and Seals, and the said Commissioners of National Education in Ireland have caused their Corporate Seal to be affixed hereto, the day and year first above written.

APPENDIX XL.—1. LIST of the WORKS published by the COMMISSIONERS OF EDUCATION, with the Reduced Prices at which they are sold to National Schools.

	s.	d.
First Book of Lessons - - - - -	0	0½
Second do. - - - - -	0	2
Sequel to the Second Book, No. I. (new work) - - - - -	0	3
Do. No. II. - - - - -	0	3
Third Book of Lessons - - - - -	0	4
Fourth do. - - - - -	0	5
Supplement to the Fourth Book - - - - -	0	6
Fifth Book (Boys') - - - - -	0	6
Reading Book for Girls' School - - - - -	0	6
Biographical Sketches of eminent British Poets, chronologically arranged from Chaucer to Burns, with Criticisms on their works, selected from the most distinguished writers, intended for the use of Teachers and the higher classes in Schools, 1 vol. - - - - -	0	6
Selections from the British Poets, in two volumes, chronologically arranged from Chaucer to the present time, and under separate divisions, with Introductions to each, explaining the different species of Poetry. Each volume is complete in itself, and sold separately. - - - - -		
The First Volume contains Sacred, Moral, and Didactic; Descriptive and Pastoral Poetry - - - - -	0	6
The Second Volume contains Selections under the following heads:— The Seasons and Months; Morning, Noon, and Night, Portraits of Characters; Natural Phenomena; Natural History, comprising Flowers, Trees, Shrubs, Birds, Insects, and Animals; also, Specimens of Narrative, Pathetic, Elegiac, and Lyric Poetry, &c. &c. - - - - -	0	6
Introduction to the Art of Reading - - - - -	0	4
English Grammar - - - - -	0	2
Key to do. - - - - -	0	0½
First Book of Arithmetic - - - - -	0	2
Key to do. - - - - -	0	2
Arithmetic in Theory and Practice - - - - -	0	6

70. *Appendix to Seventeenth Report of Commissioners [1850.*

	s.	d.
Book-keeping - - - - -	0	3
Key to do. - - - - -	0	3
Epitome of Geographical Knowledge - - - - -	0	8
Compendium of do. - - - - -	0	3
Elements of Geometry - - - - -	0	2
Mensuration - - - - -	0	4
Appendix to do. - - - - -	0	3
Scripture Lessons, (O. T.) No. 1 - - - - -	0	3
Do. " No. 2 - - - - -	0	3
Do. (N. T.) No. 1 - - - - -	0	3
Do. " No. 2 - - - - -	0	3
Sacred Poetry - - - - -	0	2
Lessons on the Truth of Christianity - - - - -	0	2
Agricultural Class Book - - - - -	0	5
Farm Account Book - - - - -	1	3
Directions for Needlework, with specimens - - - - -	5	3
Set Tablet Lessons, Arithmetic - - - - -	0	7
Do. mounted on pasteboards - - - - -	5	6
Do. Spelling and Reading - - - - -	0	4
Do. Mounted on pasteboards - - - - -	3	3
Do. Copy Lines - - - - -	0	6
Map of the World - - - - -	6	0
Map of the Ancient World, Europe, Asia, Africa, America, England, Scotland, Ireland, and Palestine, each, - - - - -	4	6
Thirty-hour German Clock, each - - - - -	6	0
Do. American do., in case - - - - -	10	0
Copy Books, large, each - - - - -	0	1½
Do. small - - - - -	0	1
Quills (not less than 100), per 100 - - - - -	0	6
Slates, large, each - - - - -	0	1
Do. small ruled (not less than 4), each - - - - -	0	0½
Slate Pencils (not less than 200), per 100 - - - - -	0	1½
Slate Pencil Holders (not less than 100) - - - - -	0	7
Ink Stands (not less than 6), per dozen - - - - -	0	8
Ink Powders, do. do. - - - - -	1	2

Books not published, but sanctioned by the Commissioners of Education, and sold to National Schools only at the reduced Prices affixed.

Professor M'GAULEY'S Lectures on Natural Philosophy - - - - -	3	3
Professor SULLIVAN'S English Dictionary - - - - -	0	11
" Spelling-Book Superseded - - - - -	0	3½
" English Grammar - - - - -	0	3
" Introduction to Geography and History - - - - -	0	3
" Geography Generalized - - - - -	0	7
" Literary Class Book - - - - -	0	11
Dower's Atlas, 12 Maps, coloured, half-bound - - - - -	1	2
Kirkwood's Atlas, 12 Maps, coloured, stitched in wrapper - - - - -	0	6
Dawes' Suggestive Hints towards improved Secular Instruction, intended as a Text Book for Teachers - - - - -	0	9
Dr. HONGES' Agricultural Chemistry - - - - -	0	8
Easy Lessons on Christian Evidences - - - - -	0	2
Easy Lessons on Reasoning - - - - -	0	4
Easy Lessons on Money Matters - - - - -	0	3

	s.	d.
PATTERSON'S First Steps to Zoology, Part I. (Invertebrate Animals)	0	6
" Sheet of Illustrations to do., No. I.	-	0 3½
" First Steps to Zoology, Part II. (Vertebrate Animals)	-	0 6
" Sheet of Illustrations to do., No. II.	-	0 3½
" Zoology for Schools, Part I. (Invertebrate Animals)	-	0 9
" Zoology for Schools, Part II. (Vertebrate Animals)	-	0 9
Dr. THOMSON'S Treatise on Arithmetic	-	0 9
" Elements of Euclid, Part I.	-	0 7
" Do. Part II.	-	0 7
" Introduction to Algebra	-	1 0
Arithmetical Table Books, per 100	-	2 0

WILHEM'S VOCAL MUSIC.

Hullah's Manual	-	-	-	-	-	2	6
Set of 10 Large Sheets	-	-	-	-	-	3	9
Exercises' Book, 1, 2, 3, each	-	-	-	-	-	0	3
Slates, ruled for Music	-	-	-	-	-	0	1
Tuning Forks	-	-	-	-	-	1	3

PARTICULAR ATTENTION IS REQUESTED TO THE FOLLOWING INSTRUCTIONS.

1. All Applications for Books and Requisites at reduced prices must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of MAURICE CROSS, or JAMES KELLY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

2. When a Post Office Order is transmitted, and the amount is under TEN SHILLINGS, the Postmaster's charge must be paid by the person applying for the Order; if the sum exceeds Ten Shillings, it is to be handed to the Postmaster, who will deduct his charge, and Requisites will be given for the *full amount PAID*.

3. The Correspondent is not to sign any Application for Books and Requisites without first ascertaining that they are actually wanted for the School, on behalf of which the Application is made. The Inspectors are required to report to the Secretaries whenever it appears that an undue quantity of Books or Stationery has been ordered for a National School.

4. Books and Requisites ordered for delivery at *this Office*, are to be called for between the hours of 10 and 4 o'clock, and not sooner than two days after the receipt of the money. The carriers must produce the order of the Manager.

5. All applications for Books and requisites, at reduced prices, are to be PREPAID by the Managers, or the amount of postage will be deducted from the Grant.

6. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, *two* forms should be used.

2.—LIST of the WORKS published by the COMMISSIONERS of EDUCATION, with the Reduced Prices at which they are sold to Poor Schools not in connexion with the Board.*

First Book of Lessons	-	-	-	-	-	0	1
Second do.	-	-	-	-	-	0	4

* No other Books or Requisites than those contained in this list are sold by the Commissioners to Schools not "National;" they cannot be obtained at *these prices* except through the Office in Dublin.

72 *Appendix to Seventeenth Report of Commissioners* [1850.]

	s.	d.
Sequel to the Second Book No. I. (new work)	0	5
Do. No. II.	0	5
Third Book of Lessons	0	8
Fourth do.	0	9
Supplement to the Fourth Book	0	11
Fifth Book of Lessons (Boys')	0	11
Reading Book for Girls' School	0	10
Biographical Sketches of Eminent British Poets, chronologically arranged from Chaucer to Burns, with Criticisms on their Works, selected from the most distinguished writers, intended for the use of Teachers, and the higher classes in Schools, 1 vol.	0	11
Selections from the British Poets, in two volumes, chronologically arranged from Chaucer to the present time, and under separate divisions, with Introductions to each, explaining the different species of Poetry. Each volume is complete in itself, and sold separately.		
The first Volume contains Sacred, Moral, and Didactic; Descriptive and Pastoral Poetry	0	11
The Second Volume contains Selections under the following heads:—The Seasons and Months; Morning, Noon, and Night; Portraits of Characters; Natural Phenomena; Natural History, comprising Flowers, Trees, Shrubs, Birds, Insects, and Animals; also, Specimens of Narrative, Pathetic, Elegiac, and Lyric Poetry, &c. &c.	0	11
Introduction to the Art of Reading	0	8
English Grammar	0	4
Key to do.	0	1
Arithmetic,	0	4
Key to do.,	0	4
Arithmetic, in Theory and Practice,	0	11
Book-keeping,	0	5
Key to do.,	0	5
Epitome of Geographical Knowledge,	1	3
A Compendium of Geographical Knowledge,	0	5
Elements of Geometry,	0	4
Mensuration,	0	8
Appendix to do.	0	5
Scripture Lessons, (O. T.) No. 1,	0	5
Do. " No. 2,	0	5
Do. (N. T.) No. 1,	0	5
Do. " No. 2,	0	5
Sacred Poetry,	0	3
Lessons on the Truth of Christianity,	0	4
Agricultural Class Book,	0	9
Farm Account Book	2	6
Set Tablet Lessons, Arithmetic, 60 sheets,	1	2
Do. mounted on 30 pasteboards	11	0
Do. Spelling and Reading, 33 sheets	0	8
Do. mounted on 17 pasteboards	6	6
Do. Copy Lines, 6 sheets,	1	0
Map of the World, 6 ft. 8 in. by 8 ft. 6 in., cloth and roller	12	0
Maps of the Ancient World, Europe, Asia, and Africa, 6 ft. 8 in. by 3 ft. 6 in., cloth and rollers, each	9	0
Maps of America, England, Scotland, Ireland, and Palestine, 5 ft. 8 in. by 4 ft. 4 in., cloth and rollers, each	9	0

Books not published, but sanctioned, by the Commissioners of Education, and sold to Poor Schools, not "National," with the consent of the Authors or Publishers, at the following prices:

Professor M'GAULEY'S Lectures on Natural Philosophy,	-	-	6	0
Professor SULLIVAN'S English Dictionary	-	-	1	10
" Spelling Book Superseded	-	-	0	7
" English Grammar	-	-	0	6
" Introduction to Geography and History	-	-	0	6
" Geography Generalized	-	-	1	2
" Literary Class Book	-	-	0	11
Dower's Atlas, 12 Maps, coloured, half bound	-	-	2	4
Kirkwood's Atlas; 12 Maps, coloured, stitched in wrapper	-	-	1	0
Dawes' Suggestive Hints towards improved Secular Instruction, intended as a Text Book for Teachers	-	-	1	6
Dr. HODGES' Agricultural Chemistry,	-	-	1	4
Easy Lessons on Christian Evidences	-	-	0	4
Easy Lessons on Reasoning	-	-	0	8
Easy Lessons on Money Matters	-	-	0	6
PATTERSON'S first steps to Zoology, Part I.—Part II., each	-	-	1	0
" Sheet of Illustrations to do., No. I.—No. II., each	-	-	0	7
" Zoology for Schools, Vol. I.—Vol. II., each	-	-	1	6
Dr. THOMSON'S Treatise on Arithmetic	-	-	1	6
" Elements of Euclid, Part I.—Part II., each	-	-	1	3
Arithmetical Table Books, per 100	-	-	5	0

3. LIST of the Works published and sanctioned by the COMMISSIONERS of EDUCATION, with the prices at which they are sold to the Public by their Agents, Messrs. WM. CURRY, JUN., & Co., Dublin; RICHARD GROOMBRIDGE & SONS, London; FRASER & Co., Edinburgh; and GEORGE PHILIP, Liverpool.

First Book of Lessons	-	-	-	-	0	2
Second do.	-	-	-	-	0	6
Sequel to Second Book, No. I. (new work)	-	-	-	-	0	9
do. do. II.	-	-	-	-	0	9
Third Book of Lessons	-	-	-	-	1	2
Fourth do.	-	-	-	-	1	4
Supplement to the Fourth Book	-	-	-	-	1	9
Fifth Book of Lessons (Boys')	-	-	-	-	1	6
Reading Book for Girls' School	-	-	-	-	1	6
Biographical Sketches of Eminent British Poets, chronologically arranged from Chaucer to Burns, with Criticisms on their works, selected from the most distinguished writers, intended for the use of Teachers, and the higher classes in Schools, 1 vol.	-	-	-	-	1	8
Selections from the British Poets, in two volumes, chronologically arranged from Chaucer to the present time, and under separate divisions, with Introductions to each, explaining the different species of Poetry. Each volume is complete in itself, and sold separately.	-	-	-	-		
The First Volume contains Sacred, Moral, and Didactic; Descriptive and Pastoral Poetry	-	-	-	-	1	8

74 Appendix to Seventeenth Report of Commissioners [1850.

The Second Volume contains Selections under the following *s. d.*
heads:—The Seasons and Months; Morning, Noon, and Night;
Portraits of Characters; Natural Phenomena; Natural History,
comprising Flowers, Trees, Shrubs, Birds, Insects, and Animals;
also, Specimens of Narrative, Pathetic, Elegiac, and Lyric

Poetry, &c. &c.	-	-	-	-	-	1	8
Introduction to the Art of Reading,	-	-	-	-	-	1	2
English Grammar,	-	-	-	-	-	0	8
Key to do.,	-	-	-	-	-	0	2
First Book of Arithmetic	-	-	-	-	-	0	7
Key to do.	-	-	-	-	-	0	7
Arithmetic in Theory and Practice	-	-	-	-	-	1	8
Book-keeping	-	-	-	-	-	0	8
Key to do.	-	-	-	-	-	0	8
Epitome of Geographical Knowledge	-	-	-	-	-	2	6
Compendium of do.	-	-	-	-	-	0	9
Elements of Geometry	-	-	-	-	-	0	8
Mensuration	-	-	-	-	-	1	6
Appendix to do.	-	-	-	-	-	0	8
Scripture Lessons, (O. T.) No. 1	-	-	-	-	-	0	8
Do. " No. 2	-	-	-	-	-	0	8
Do. (N. T.) No. 1	-	-	-	-	-	0	8
Do. " No. 2	-	-	-	-	-	0	8
Sacred Poetry	-	-	-	-	-	0	8
Lessons on the Truth of Christianity	-	-	-	-	-	0	8
Agricultural Class Book	-	-	-	-	-	1	6
Farm Account Book	-	-	-	-	-	4	0
Set Tablet Lessons, Arithmetic	-	-	-	-	-	2	0
Do. Spelling and Reading	-	-	-	-	-	1	0
Do. Copy Lines	-	-	-	-	-	1	6
Map of the World	-	-	-	-	-	21	0
Maps of the Ancient World, Europe, Asia, Africa, America, England, Scotland, Ireland, and Palestine, each	-	-	-	-	-	16	0

Publisher's prices of Books sanctioned and sold by the Commissioners of Education.

Professor M'GAULEY'S Lectures on Natural Philosophy, 2 Vols.	-	12	0
Professor SULLIVAN'S English Dictionary	-	8	6
" Spelling Book Superseded	-	1	4
" English Grammar	-	1	0
" Introduction to Geography and History	-	1	0
" Geography Generalized	-	2	0
" Literary Class Book	-	3	6
Dower's Atlas, 12 maps, coloured, half bound	-	5	0
Kirkwood's Atlas, 12 maps, coloured, stitched in wrapper	-	2	6
Dawes' Suggestive Hints towards improved Secular Instruction	-	2	0
Dr. HODGES' Agricultural Chemistry	-	3	0
Easy Lessons on Christian Evidences	-	0	6
Easy Lessons on Reasoning	-	1	0
Easy Lessons on Money Matters	-	0	8
PATTERSON'S First Steps to Zoology, Part I., (Invertebrate Animals)	-	1	6
" Sheet of Illustrations to do., No. 1	-	1	0
" First Steps to Zoology, Part II., (Vertebrate Animals)	-	1	6
" Sheet of Illustrations to Zoology, No. 2	-	1	0
" Zoology for Schools, Part I., (Invertebrate Animals)	-	3	0
" Zoology for Schools, Part II., (Vertebrate Animals)	-	3	6

				s.	d.
Dr. THOMSON'S Treatise on Arithmetic	-	-	-	3	6
" Elements of Euclid, Part I.	-	-	-	3	0
" Do. Part II.	-	-	-	2	6
" Introduction to Algebra	-	-	-	5	0
Arithmetical Table Books, per 100	-	-	-	8	4
WILHEM'S VOCAL MUSIC.					
Hullah's Manual	-	-	-	5	0

MAURICE CROSS, } *Secretaries.*
JAMES KELLY, }

XII.—GRATUITOUS STOCK.

The Commissioners furnish to each School, when taken into connexion, a gratuitous stock of School Books, Tablets, &c., leaving the selection from a list submitted by them to the Managers, and a further grant at the end of every *three* years; they are to be kept as a school stock, for which the Master or Mistress will be held responsible. The amount of the Grant is in proportion to the average attendance.

These Books are not to be sold, exchanged, or on any account to be taken out of the School-room, being a gratuitous stock for the use of the children during school hours only.

MAURICE CROSS, } *Secretaries.*
JAMES KELLY, }

APPENDIX C.

The Commissioners have considered it desirable that an opportunity should be afforded to the Head Inspectors of stating, in their annual Reports, their views upon various matters relating to the working of the National System in their respective Districts, and, incidentally, to the subject of elementary education in various parts of Ireland; but the Commissioners wish it to be distinctly understood, that they do not hold themselves responsible for the opinions expressed in the following Reports, nor do they feel called upon to adopt all the suggestions which they contain.

REPORT of HEAD INSPECTORS upon SCHOOLS INSPECTED during the Year 1850.

1.—REPORT upon SCHOOLS inspected in the months of November and December, 1850, by EDWARD BUTLER, Esq., A.M., Head Inspector of National Schools.

May, 1851.

GENTLEMEN,—From the following statement of the manner in which I was engaged during the year 1850, it will be seen that I was not able to devote more than 42 days to the inspection of ordinary National Schools, the remainder of my time, with the exception of the 28 days I was off duty, having been wholly engrossed by the other business connected with my office.

Examinations of Teachers	occupied 58 days
Business connected with Model Schools	54 "
Special inquiries and Reports thereon	18 "
Travelling long distances	18 "
Preparing and revising examination papers, attendance at Education Office, &c. }	57 "
Inspection of Schools	42 "
General Reports	27 "
	— 274 days
Off duty	28 "
Sundays and holidays	63 "
	365 days.

Number of Schools inspected in the year.—During the 42 days left me for inspection, I visited 66 schools in 49 different localities, and having already furnished a Report* upon the 39 schools I inspected in the early part of the year, it only remains for me to refer to those I visited in November and December last, the "Tabulated Returns" regarding which I now transmit to you.

These Schools do not differ in character.—These schools resemble in general character, and in all their main features, those described in my former report, and it will be sufficient here to

* See Sixteenth Report of the Commissioners of National Education.

notice briefly the particulars connected with the attendance and the proficiency of the children.

Attendance Returns.—Leaving out of view for the present the three *Infants' schools*, and the two *Preparatory schools* for boys, included in the "Returns," it appears that of the 21 schools which were in operation at the time of my visit, 9 were attended by boys only; the same number by girls; and 3 by both boys and girls, under the charge of a master. From the attendance returns obtained from 19 of these schools are derived the following results:—

	In 9 Boys' Schools.	In 9 Girls' Schools.	In 3 Mixed Schools.	Totals in 19 Schools.
Average daily attendance, - - - -	538	391	182	1,106
Number present at the time of Inspection, -	489	332	148	969
Number on the Rolls at the time of Inspection,	992	822	322	2,136

Showing that not half the children on the rolls were present when I visited the schools, and that the ordinary daily attendance throughout the year was but little larger than at the time of my visit. From the account furnished me of the admissions and withdrawals which took place during the year in 12 of the schools, the number of children frequenting them would appear to be somewhat on the increase; the names of 1,102 having been entered, and those of 760 struck off during that period. It is, however, to be observed, that each entry in the Register does not represent a child new to the school; because by the rules laid down by the Commissioners for the keeping of the school accounts, the name of every child who has been absent for 13 consecutive weeks is to be removed from the books, and if a child so struck off applies for re-admission, he is to be entered as a new pupil under a new roll number; so that in some instances the same child will be found to have been admitted and struck off twice or even three times in the course of a year.

Time spent at school.—By comparing the average number of children in daily attendance with the average number on the rolls, one month with another throughout the year, I have ascertained that not more than 53. per cent. of those entered on the books attend school with regularity. So that in general the children spend but half the year under instruction; and in one school the number of days which each child attended on an average, was so low as 39 out of 100. Such frequent absences, such irregularities of attendance, for which various causes, more or less plausible, are assigned by the children, not only retard very materially the progress of these children, but interfere in no slight degree with the instruction of those who are more attentive and punctual, with the order and arrangement of the classes, and with the methodical disposition of the lessons in the rare instances where the teachers have thought of turning their attention to this point.

Ages.—As to the ages of the children, it will be seen from the

following table, that of 969 whose ages were recorded, only 416, 43 per cent., were above 11 years of age, one-half of these being between 11 and 13, and that so many as 30 per cent. were under 9 years of age:—

73	boys	and	38	girls	were	under	7	years	of	age,
56	"	"	28	"	were	7	years	old		
60	"	"	38	"	"	8	"	"		
85	"	"	34	"	"	9	"	"		
87	"	"	54	"	"	10	"	"		
58	"	"	50	"	"	11	"	"		
63	"	"	53	"	"	12	"	"		
29	"	"	24	"	"	13	"	"		
30	"	"	30	"	"	14	"	"		
34	"	"	45	"	"	15	"	"	and upwards.	

It further appears that the girls do not commence their schooling at so early an age as the boys, but continue it till a much later period of their life: for whereas, 63 per cent. of the boys had not attained their eleventh year, only 49 per cent. of the girls were under 11 years of age, while half of the remainder were 13 and upwards, the percentage for the boys of the corresponding ages being only 16.

Proficiency of the Children.—Taking into account the very tender years of the majority of the children, and the short duration of their stay at school, it will not be a matter of surprise to find that about two-thirds have not advanced beyond the Second Class; and that the proficiency of the different classes, as ascertained by examination on the various subjects taught, is not of a more favorable character than is set forth in the subjoined table:—

Learning.	No.	Proportion per cent.	Proficiency.	No.	Proportion to number learning.
First Book of Lessons,	937	23.7	Able to read the Third or higher books with ease and intelligence,	66	1 in 6
Second do.	378	37.6	Able to read Second Book correctly,	260	1 in 3
Third do.	229	22.9			
Fourth, do.	110	11.0			
Fifth, do.	45	4.5			
Grammar,	425	42.5	Able to parse,	17	1 in 27
			Acquainted with parts of speech,	42	1 in 10 nearly
Spelling from dictation,	198	12.8	Able to write a passage with ease and correctness,	32	1 in 4
			Able to write a sentence with tolerable accuracy,	37	1 in 2 nearly
Simple rules,	271	27.1	Able to set down accurately any number not above seven places of figures,	31	1 in 15
Compound rules,	85	8.5	Able to work correctly a sum in subtraction,	73	1 in 6
Proportion, and above,	120	12.0	Able to state and solve with readiness and correctness questions in Practice,	17	1 in 28
Writing on slates,	155	15.5	Able to write a good hand with ease and freedom,	40	1 in 14
Writing on paper,	416	41.6	Able to write fairly,	99	1 in 5

While admitting that some of the causes to which the small progress making in our schools is attributable, are beyond the control of the teachers, yet I feel bound to state that many of the existing faults and present short-comings are traceable to the teachers themselves. Not that I believe them generally to be negligent in their schools, or wanting in zeal and attention, or lacking sufficient abilities for the proper discharge of their duties; but they seem to me to evince no judgment or discretion in their mode of treating the different matters of instruction they have to bring before their pupils; no order or method in their lessons; no appositeness in the questions they put to the class, whether in respect to the subject in hand, the different degrees of intelligence of the children, or the greater or less accuracy of the answers received. In a word, there appears to be in their teaching neither earnestness nor life. And, in truth, it can hardly be otherwise, when the teachers go through their every-day duties as it were mechanically, by routine; when they come to their schools each morning without any previous special preparation for the day's work, and enter upon the appointed business without having bestowed, perhaps, one single thought upon the task to be performed, and the means by which it can best be done. So long as a careful daily preparation for each day's work is neglected by the teachers, so long will it be vain to expect any improvement in the character and quality of the instruction they undertake to impart to the children. I cannot, I feel persuaded, render them a greater service than by directing their serious attention to this matter.

Infants' Schools.—Before concluding this report, I beg to offer a few remarks on a class of schools which are now commencing to be founded throughout the country, and which, if properly established and efficiently conducted, cannot fail to contribute in a very marked degree to the promotion of elementary education: I mean *Infants' Schools*.

I visited three out of the six schools already in operation under this name in the District in which are situated the schools to which this report refers, and two of these did not, in any respect, save as regards the age of the children, differ from ordinary schools of a bad description; they were, in my opinion, unsuitable for any class of children, and doubly so for infants, being held in low, confined, ill-ventilated rooms, up narrow steep stairs, without any adequate furniture, or any of the necessary appliances for an *Infants' School*. The room in which the other was held was small also, and without proper means of thorough ventilation, but it contained some desks and seats (badly constructed for little children), and a small gallery; there were, however, neither objects nor pictures in it, and no attempt was made to give gallery lessons, or to carry on any of the exercises usually pursued in *Infants' Schools*.

Now it is evident that if schools like the two first mentioned

are allowed to continue in operation under the Board, and if their number be at all increased, the whole Infant School system will, ere long, be brought into disrepute in the country, and this abuse of the name will tend, in no slight measure, to check the establishment and growth of efficient schools of the kind. I would, therefore, respectfully suggest, that the District Inspectors be requested, before recommending for the consideration of the Commissioners any application for the endowment of an Infant School, to ascertain :—

1. That the room in which it is proposed to hold the school, is well aired, well lighted, and cheerful.

2. That it contains a properly constructed and sufficient gallery, and suitable desks and forms.

3. That it has a play-ground annexed.

4. That the person who is to conduct the school has been specially trained to the business, and is familiar with the means and plans adopted in Infants' Schools; or, in case the intended teacher is not so prepared, that the applicants and managers are willing to support for a period of four or six months, as may be deemed necessary, a person (to be sent by the Commissioners) qualified to conduct such a school, and to instruct and direct the regular teacher on the various points to be observed in the training of young children.

Where these conditions would be fulfilled there would be some prospect of seeing, in due time, a successful and useful school; and the local parties would feel greatly encouraged to comply with them, if the Commissioners were, in addition to the grant of salary, to make arrangements by which, to schools established on these terms, they would supply—as a portion of the free stock—a ball-frame with black board, a set of the pictures in ordinary use, and a small well-assorted collection of objects.

Paid Monitors.—There is one more point connected with the schools generally, to which, with a view of rendering more efficient the management of all the large schools under the Board, I beg respectfully to call the attention of the Commissioners. I am now referring to the *Paid Monitors*, who have proved so useful to the schools in which they were employed, and have generally given satisfaction to the Managers, the Teachers, and the Inspectors; but, of whose services, in consequence of the existing regulations by which a limited number only can be appointed in each of the 34 districts, many schools, particularly in towns with a large population, are deprived, while they would need for their efficiency two or three of them in addition to their present staff.

As the Paid Monitor system has so far worked well, it would seem desirable to extend it now, in accordance with the practice hitherto so successfully pursued by the Commissioners, of gradually

developing, as circumstances required, those parts of the system which were at first introduced but sparingly and in a tentative way. In so doing, however, it will be found of greater benefit to the schools, and to the general working of the system, to regulate and determine the number of the Paid Monitors by the average daily attendance of the schools, rather than by the districts to which they may belong.

If I may be allowed to offer a suggestion on the point, I should say that a school with a constant daily attendance of 60 children (and this supposes about 120 children on the rolls) would have a reasonable claim for a Paid Monitor, and that an additional one might be appointed for every additional 40 children. I should be very sorry that this proposal were to be looked upon as holding out any encouragement to the creation of very large schools, which are, in my opinion, most undesirable, and not to be countenanced except under very peculiar circumstances; but as such schools are in existence, and as I am aware of no other available remedy for one of their most glaring defects, than an addition to their working staff, I have thought it proper, with a view of supplying this deficiency, to lay before the Commissioners my suggestion for an increase in the number of young persons employed as Paid Monitors in their schools.

At the same time I think the Patrons and Managers of schools should be called on to contribute something towards the support of those for whom they may solicit the appointment (say one-half, at least, of the sum the Board allows), and that the teachers should be required to give them regularly extra-instruction after school hours, in return for the aid and assistance they will receive from them in the discharge of their duties.

I have the honor to be,

Your obedient servant,

EDWARD BUTLER.

The Secretaries, Education Office.

NOTE.

[The following details have been furnished to me by a First Class Master, who has had great experience in teaching, and has besides devoted much of his time and thoughts to the careful study of the best means by which knowledge can be imparted to children. The school to which the remarks apply had been closed for some time, when he took charge of it about a year and a-half ago; he has, within the last four months, to the great regret of the manager and people, been obliged to resign in consequence of the very delicate state of his health.]

At first the majority of the boys were wild and without any ideas of discipline or subordination, the natural result of the school having been so long closed; however, they were largely endowed with good nature and tender feeling, and by acting on their affections, I soon succeeded in reasoning them out of their old habits, and in persuading them to form better ones. The surest passport to a boy's esteem, and thence to his ready obedience, is to make him sensible that in every arrangement adopted in the school, his good is studied, and not merely one's own ease and accommodation.

The desks were placed in the usual way across the house, and parallel to each other. But as the school-room was narrow, this arrangement allowed too little space for class teaching. I therefore placed them round the house with their fronts to the walls. In the open space left in the centre of the room, four seats, forming a rectangle, were arranged, on which, in general, the classes sat while receiving instruction. Sometimes, however, it was necessary to have two or three classes taught at the same time; in this case the forms were removed, and the pupils stood round on each side in semicircles.

To prevent confusion and save time, I appointed one of the pupils to attend to the wants of the others in the course of the day, such as to give out slates, copy books, &c., and in the evening to collect them, and put them up in their proper places. When a boy had any request to make he held up his hand; the monitor then attended to him, or if he could not, referred the matter to me: thus the business was conducted regularly and without noise. The monitor also swept the house—morning, evening, and at play time—and in winter had the fire kindled, and the air of the room well warmed before school commenced. This obviated the necessity of the children collecting round the fire in disorderly groups "to heat themselves before beginning to write." As each boy in his turn acted as monitor of order for the day, there was little individual loss, while a general saving of time was effected; and besides, too, the exercise of the office had a beneficial influence in an indirect way, as its tendency was to make each personally feel the necessity for order and regularity.

In reference to the mode of teaching pursued, I may remark that I made use of the monitorial method as much as the circumstances of the school required; but I always endeavoured to make such a division of labour as enabled me to assign to monitors the mechanical part of the instruction, for which alone they are competent; unless, indeed, they previously prepare at home the lesson to be taught at school; and this in the end they will do when they are brought to look upon it as an instrument of mental culture, and as an advantage not only to those taught but to themselves.

The reading lesson taken in the ordinary sense comprises,—1st, the spelling; 2ndly, the meaning of the words; 3rdly, questions upon the lesson; and 4thly, the *mechanical* reading. The first I allowed any monitor to take up. The second and third I assigned

to those who had the subject prepared either by themselves or by me.* The reading, that is, the enunciation of the words and sentences, I attended to myself. In general this was the mode of proceeding, and I mention that it is an instance of what I mean by division of labour in a school.

I taught the principles and gave practical illustrations of every subject at the black board, by way of a simultaneous lesson. In selecting the children for one of these collective lessons, I did not confine myself to those reading the same book or circumstanced the same way in *every respect*, but brought to the lesson all who I thought could profitably receive instruction together in the particular subject under consideration. By preparing the exercises at home, a teacher can throw as much variety into the manner of putting the *same* subject as will tend to make the lesson of the junior class not only a profitable, but an interesting repetition to the pupils who are more advanced.

Except errors requiring immediate correction, I reserved all mistakes made by the boys in arithmetic and such exercises for the basis of a simultaneous lesson at the black board. This, while it made the error of one serve for the improvement of many, tended also to make the lesson *individual* in its nature, as the subject of it was derived from the personal failures which each had previously experienced.

The usual mode of examination pursued in schools is either to question each boy in the class individually, or to let all answer in chorus together. The method I adopted was different, and will be found, I think, to possess the advantages of both the preceding methods without their peculiar disadvantages. It was as follows:—I put the question to the class at large, directing each boy who could *not* answer it to put up his left hand; the rest I took for granted knew it, but to try them I put the question to some one of them, making it be understood that all who considered his reply wrong should immediately raise the right hand. This showed me not only that *one* boy knew the question—but how many knew it? Besides, too, it is even a more searching mode of examination, and to place a boy in the position of critic (as this way does), than to put, if time permitted, all the questions separately to himself. This plan is then, in this respect, superior to the individual mode of questioning: it includes too, the chief advantage aimed at by requiring simultaneous answers from the children, as it enables them all to answer at the same time, while it prevents the possibility of the reply being prompted or suggested, as in the latter mode it frequently is.

One objection to this plan is, that a boy may wilfully deceive you by keeping down his hand, though he is quite ignorant of the

* The questions to be put by the Monitor were generally written out by me frequently with such answers as were likely to be given by the class; he took these with him the evening before to study at home, and thus came to his business in the morning sufficiently prepared to give a useful lesson.

required answer. This may be effectually guarded against in a number of ways; such as by studying the dispositions of the boys, and putting the question pointedly to those of whom you are suspicious. When a pupil is found in deception a few times, he will be shamed out of the dishonest practice, and particularly so if the teacher make it a point to dwell on the honor and high principle of the boy who candidly acknowledges his mistake; and if a pupil is shown by the manner and bearing of the master, that it is more reprehensible to deceive in answering, than to miss a question, the temptation to act wrong (which is the fear of the master's displeasure at the question not being answered) will thus be removed, and generally the boy cured of his habit. In giving marks for the answers, too, such a *fine* can be put upon the deceiver as will bring him lower than a wrong answer would have done. But putting the matter in the very worst light, and that is that one cannot depend on any boy but the very boy from whom the answer is received, still even in this respect the individual method does not better the case; by this method *but one boy* answered at a time, and all the rest may or may not know the question.

But a stronger objection is, that a pupil whose mind is at work may *think* he knows what is required, and yet, should he fail when appealed to for the answer to the question, he will most unjustly be stamped as disingenuous and idle. Such a proceeding would, no doubt, have a mischievous tendency in arresting all efforts on the part of a boy to expand his mind by exercising the powers of thought and reflection. But let the teacher write out coolly and at his leisure, the night before, the question to be proposed on each subject, and if he do, such an instance as the preceding will perhaps never occur. The questions so prepared and contrived will be pertinent and definite in their nature, and such as the pupil can at once *judge* whether he knows or not.

Nor will the teacher's keeping *close* to the lesson in this way make it dry or without variety; on the contrary, it will be rendered more interesting a thousand times than if, relying on his powers of *incidental teaching*, he trusted all to the spur of the moment. For in this latter case the questions proposed are generally shallow, often without much meaning; and frequently the very same as have been asked over and over till the repetition has become sickening to the pupil, and even to the teacher himself.

Many more objections for which remedies would easily present themselves, might be made to the system of examining by signs, as it may be called; but all I can say is;—I have tried it long and with boys of every variety of character; I have found it answer, not only as a quick and efficient mode of examination, but, what is far better, a means of moral improvement to the boys, inculcating, as its tendency is to do, principles of honor, and manly conduct, and discountenancing in the most direct and strongest manner, all attempts to equivocate and deceive.

To face page 89.]

COUNTY.	Roll No.	NAME OF SCHOOL.	Date of Inspection.	Number admitted during the Year.
1. King's, -	829	Tullamore, - -	20th November,	189
2. Longford,	2215	Tinelick, - - -	18th November,	75
3. " -	856	Longford, - -	4th December, -	115
4. " -	5978	Longford Preparatory	4th December, -	-
5. Westmeath	4332	Moate, - - -	21st November,	48
6. " -	5930	Moate Preparatory, -	21st November,	-
7. " -	3936	Coole, - - -	25th November,	76
8. " -	6075	Miltown, - - -	26th November,	-
9. " -	933	Mullingar, - -	27th November,	145
10. " -	5780	Ballymore, - -	28th November,	66
11. " -	5391	Rath, - - -	2nd December, -	-

GENERAL REMARKS.

a. School-house and Premises. b. Furniture. c. 1. Organization. 2. Discipline. 3. Method.
4. Cleanliness and Order. d. Teacher. e. Income. f. Instruction. g. General.

MALE SCHOOLS.

1. *Tullamore*.—a. The school-room is large, well-proportioned, well lighted and ventilated, but, like all such large-sized school-rooms, it is very noisy. There is a tolerably good playground, but without any gymnastic apparatus. b. Good. c. 1, that usually followed in large National Schools; 2, good, with this exception, that the children are very irregular as to the hour of attendance, and are admitted at all times of the day, the excuse put forward by the teacher being that they cannot have their breakfasts sufficiently early to be present at the opening of the school; 3, the two senior classes receive all their instruction from the head-teacher, who also occasionally teaches the junior classes; these, however, are specially under the care of the assistant and of the paid monitor. The general arrangements for the classes, as well as the distribution of the time, particularly with regard to the junior department, seemed to me defective, and to have been adopted without sufficiently mature consideration, apparently without any clear and distinct apprehension of the object in view, or without any due effort to adapt the means at hand to the circumstances of the case; 4, satisfactory. d. The teacher is a sensible well-informed man, who appears to have bestowed much care on the instruction of the senior classes, and if he were to throw more life and greater earnestness into the lessons, there would be little more to desire. The assistant teacher and the paid monitor, though tolerably qualified for their office, are young and inexperienced, and perform their duties in a mechanical routine sort of way. e. The head teacher receives £45 a-year salary, of which £25 come from Commissioners, who allow £10 and £4 for the assistant and monitor respectively. These latter have no other emolument, but the head teacher gives private tuitions in the town, which he states to be worth about £30 a year to him. The fees of the children in the year ending with September amounted to £11 15s. 3d. f. The reading was tolerably fluent, but without proper attention to accent and pronunciation; writing tolerably good, and copy-books neatly kept; spelling, both orally and from dictation, good; arithmetic fair. The boys were deficient in grammar; two boys learning geometry answered very respectably. g. The school is occasionally visited by the manager, who is the Parish Priest of the town, and to whose exertions the erection of the building is mainly due.

2. *Timelick*.—a. In a very bad state of repair; the premises are not properly enclosed; the rooms are low and damp, and very ill adapted to school purposes. b. Desks and seats. c. 1, defective; 2, indifferent; 3, first and second classes taught during a portion of the day by children selected from the next higher class, not by regularly appointed monitors; teacher gives instruction himself to all the classes in the course of the day; 4, indifferent; however, it would be difficult, under the circumstances of the premises, to keep the school clean. d. He is not likely ever to prove efficient; he does not seem to have proper control over the children, who appear to act in the school pretty much according to their own fancy. e. He has a house, rent free, which he values at £1 a-year; he received during the year the sum of £1 14s. 2d. from the children, and £15 from the Board. f. Except in dictation, the results of the examination were not satisfactory.

3. *Longford*.—a. Not very suitable; room low; light and ventilation defective. b. Tolerable. c. 1, no first-class children in this school; they are taught in the infant or in the preparatory school; in other respects the arrangements are those usual in National Schools; 2, satisfactory; 3, fair, but there is a want of collective instruction; 4, satisfactory. d. He is fairly qualified, and seems to conduct the business of his school with regularity, and a fair degree of efficiency; he appears, however, rather delicate in health, and somewhat overtasked, as besides his five hours a-day in this school, he teaches an evening class for two hours, and also attends a daily tuition of one hour. e. His income, independent of the tuition, for which he receives £6, is about £34 a-year, of which £24 (£19 for the day school, and £5 for the evening class) are paid by the Commissioners, £6 are received from the children, and £4 12s. 6d. from a local fund. f. Except with regard to writing, the result of the examination proved on the whole satisfactory.

4. *Longford Preparatory*.—Only a few boys in attendance the day I called. The room intended for the children is not suited to school purposes.

5. *Moate*.—The attendance was so small when I called, owing to the market held this day in the town, that I could form no opinion as to the manner in which the business is conducted. The school and premises are kept in a very clean and orderly state.

6. *Moate Preparatory*.—This school is intended for the younger boys, who have been removed to it from the other school. It is held in a house rented for the teacher of the boys' school, who occupies three rooms and pays half the rent, the remaining half being paid by the manager. The two rooms for the use of the children are very small, ill adapted to school purposes, and without adequate means of ventilation. The teacher appears attentive to his business, and tolerably intelligent, but is wholly inexperienced.

7. *Coole*.—a. Tolerable; divided into two rooms by a wooden partition; no play ground. b. Fair; somewhat crowded. c. 1, 3, usual arrangements in monitorial schools; there are, however, no regular monitors, but the three lowest classes are taught during a portion of the day by boys chosen from the higher classes; no collective instruction except now and then on grammar and geography; 2, tolerable; much noise; 4, tolerable. d. He seems a willing

90 *Appendix to Seventeenth Report of Commissioners* [1850.]

painstaking man, with a tolerable share of acquirements, but his manner of teaching is not good; the classes, however, acquitted themselves, on the whole, in a satisfactory way. *e.* He receives about £6 a-year from the children, and £17 from the Board; no other emoluments. *f.* Reading indistinct and hurried; writing indifferent; spelling and explanation tolerable.

8. *Millem.*—*a.* In a very indifferent state, and very dirty; a new school-house is about to be erected in this locality. *b.* Desks, and seats, and teacher's desk; no other furniture. *c.* 1, usual arrangement of classes; not sufficient room for the several drafts; 2, tolerable; 3, no collective teaching; the lessons in arithmetic are chiefly individual; some attempt has been made to teach the subject-matter of the reading lessons; 4, tolerable, except as regards the teacher's desk and his private room. *d.* The school has not been sufficiently long in operation to afford grounds for an opinion regarding the teacher's abilities. *e.* He could not state what his income was likely to amount to; his salary from the Board is £17 per annum; the schoolmaster and the schoolmistress have to pay £2 a-year rent for the premises, each having a room adjoining their school-room. *f.* The writing was very bad; the reading was indistinct and hurried.

9. *Mullingar.*—*a.* Tolerably suitable; no play-ground. *b.* Good. *c.* 1, the desks are placed across the room, so as to leave a good space along one side, and at the upper and lower ends; the junior children are taught in another room, so that there is no first class in this school; the general arrangements adopted for the classes and the distribution of time are judiciously laid down; the time allowed for the reading lesson of the senior class is, however, too short; 2, good; 3, the method followed is chiefly monitorial, but as the boys selected to act as monitors receive no special instruction, and are barely fit for the duties entrusted to them, very little progress is made, and there is an evident tendency to listlessness and disorder, which is, however, carefully checked by the active and constant superintendence of the teacher, the assistant, and the paid monitor; all the drafts receive at least a lesson each day from the teacher, who is thus able to make up in some measure for the deficiencies of the monitors; 4, very satisfactory. *d.* A very respectable, sensible teacher, who conducts his business in a creditable manner, with great order and regularity. The assistant-teacher has but recently entered upon his duties, and the paid monitor appears to get through his business in a creditable way. *e.* The school is wholly free; the Board allows £25 a-year to the head teacher, £10 to the assistant, and £6 to the paid monitor; the first receives, in addition, £19, and the second £5 a-year out of a school fund. *f.* Reading was fluent, but not very intelligent; writing fair; copy-books neat; dictation fair; in arithmetic the advanced boys answered tolerably well, and showed some familiarity with the various steps of the several operations they had to perform. *g.* In connexion with this school, there is a preparatory school for the young beginners, which was attended on the day of my visit by 72 boys, more than one half of them under eight years of age. Breakfast is provided every morning for 80 of the very poor boys who attend the schools. This, as well as all payments connected with the school, comes out of a fund placed for the purpose at the disposal of the Roman Catholic Bishop of the diocese.

10. *Ballymore.*—*a.* Tolerable; rooms very narrow and low; no play-ground. *b.* Tolerable. *c.* 1, very indifferent; 2, not good; 3, bad; 4, satisfactory. *d.* He seems painstaking, and keeps the school in a neat and orderly state; in all other respects he appears deficient. *e.* His income for the past year amounted to £29 5s. 8d. of which £19 were paid by the Board, and £10 by the patron of the school, the Dean of St. Patrick's, from whom he has besides a house with an acre of land, rent free. *f.* The results of the examination of the children present were very unsatisfactory.

11. *Rath.*—*a.* Tolerable; room small; floor in bad condition. *b.* Desks and forms, and a press; no other furniture. *c.* 1, ordinary arrangements adopted; 2, tolerable; 3, middling; 4, tolerable. *d.* The young man whom I found in charge of the school was appointed as substitute in the absence of the regular teacher, who was in the training establishment in Dublin; he appears attentive and painstaking, and to have a fair knowledge of his business; young as he is, he seems to have acquired great control over his pupils. *e.* He receives at the rate of £10 a-year from the Board; the school-fees amounted to little more than £2 in the year ending September, 1850. *f.* Reading and writing tolerable; explanation of lesson fair; spelling good; writing from dictation satisfactory. *g.* The manager of the school, who is the Parish Priest, and his curates, visit the school frequently, and often attend on Saturdays to give religious instruction to the children.

Income, &c., of Teacher.

	Amount of School Fees received during the Year.			Local Contributions, not School Fees.	Salary from Board.	Value of Dwelling, or Land, if any, rent free.	Total Income from School during the Year.			Amount of Income from other sources.	Rent paid by Teacher for School, if any.	Age.	When Trained.	Class.
	£	s.	d.	£	£	£	£	s.	d.	£	£			
	1	15	3	-	32	-	33	15	3	-	-	-	-	-
	2	11	0	-	10	-	12	11	0	-	-	-	-	-
56	2	11	5	-	15	-	17	11	5	-	-	24	1845	2 ^a
22	4	12	6	5	9	-	18	12	6	-	-	18	-	P.
39	1	2	1	5	15	-	21	2	1	-	-	22	1847	2 ^a
19	1	0	0	3	16	-	20	0	0	-	-	20	1850	2 ¹
30	-	-	-	-	14	-	-	-	-	-	-	23	1846	3 ¹
85	0	4	0	5	9	-	14	4	0	-	-	21	-	P.
42	1	6	1	-	9	-	10	6	1	-	-	19	-	P.

• BUTLER, Esq., A.M., Head Inspector of National Schools.

Number of those present found on examination able													Number of Children on the entered				
Music.	To read Second Book correctly.	To read higher Books with ease and intelligence.	To distinguish the Parts of Speech.	To Parse.	To Write from Dictation with tolerable accuracy.	To Write from dictation with ease and correctness.	To Write Numbers of not more than Seven Digits.	To work Subtraction correctly and readily.	To work Questions in Practice with readiness and correctness.	To Write fairly.	To Write a good hand with ease and freedom.	School Accommodation for	To pay not over 1s. 1d.	To pay not over 2s. 2d.	To pay not over 3s. 3d.	To pay not over 5s.	To pay over 5s.
-	21	2	0	0	-	-	0	0	-	14	6	100	-	-	-	-	-
14	4	4	4	4	-	-	-	-	-	-	-	30	-	-	2	3	4
8	2	5	2	3	2	0	3	-	8	6	40	65	-	-	-	-	-
11	9	-	-	3	2	0	2	-	4	3	45	50	30	-	-	-	-
9	0	0	0	1	2	2	0	0	3	2	80	24	-	-	-	-	-
16	8	7	2	-	-	0	3	0	6	2	45	66	-	-	-	-	-
4	0	1	0	-	-	0	0	0	2	0	30	35	3	-	-	-	-
8	1	1	0	-	-	0	0	0	2	2	30	11	-	-	-	-	-
12	4	0	0	3	0	0	2	0	4	2	35	20	15	-	-	-	-

To face page 91.]

AR

COUNTY.	Roll No.	NAME OF SCHOOL.	Date of Inspection.	Number admitted during the Year.	Writing on Paper.
12. King's, -	2080	Tullamore, -	22nd November,	-	50
13. „ -	5533	Kilbride, -	22nd November,	-	-
14. Longford,	2438	Tinlick, -	18th November,	-	21
15. „ -	857	Longford, -	4th December, -	234	17
16. Westmeath	4333	Moate, -	21st November,	21	14
17. „ -	3937	Coole, -	25th November,	30	20
18. „ -	6076	Miltown, -	26th November,	-	14
19. „ -	5781	Ballymore, -	28th November,	26	15
20. „ -	5392	Rath, -	2nd December, -	77	19

FEMALE SCHOOLS.

12. *Tullamore*.—*a.* Good. *b.* Good. *c.* 1, the desks are arranged lengthwise on either side of the room, in groups, with a space in the centre; 2, excellent; 3, the arrangement for the classes and the distribution of time seem judicious; there is no first-class, as the small children are taught in the infant school, or in the preparatory school, before they are admitted to this; there are three regularly appointed mistresses (one paid by the Board, the other by the Ladies) who, in connexion with the nuns, and under their constant superintendence, have charge of the several classes; no collective lessons given during the ordinary school-hours; 4, most satisfactory. *d.* The ladies who conduct this school are Sisters of Mercy. *e.* The fees received in this school during the year ending with September did not exceed £1 15s. 3d, although 1d. per week is the stated charge for all. The sum allowed by the Board was £32, together with £5 for the paid mistresses. *f.* Reading tolerable; explanation of lessons fair in junior classes, but indifferent in senior class; writing good; copy-books remarkably neat. A great deal of needlework is done in the school, and the ladies are about to introduce some of the finer kinds of lace-work. *g.* Annexed to this establishment is a preparatory school, which I had not time to examine, and in which there were 48 girls in attendance on the day of my visit.

13. *Kilbride*.—*a.* The room in which this school is held is rather small and low; in other respects it is suitable. *b.* Good. *c.* 1, the desks are placed lengthwise on one side of the room, and form two groups; in front of each a small table, at which one of the nuns sits while instructing the class; 2, excellent; 3, spelling, grammar, and geography are taught individually, as tasks; reading and writing in classes; no collective lessons given during the ordinary school-hours; 4, most satisfactory. *d.* The whole of the instruction is given by the ladies of the convent. *e.* The fees from the girls did not amount during the year to more than £2 11s. The sum allowed by the Board is £10. *f.* Reading and explanation of lessons satisfactory; spelling good; writing very good; copy-books neat and tidy. Four out of the eleven girls in the higher class parsed remarkably well. Some specimens of very nice needle-work were shown by the girls. *g.* The school was got up for the purpose of supplying a good education to the children of that class of artisans and shopkeepers who are averse to sending their daughters to schools attended by the poorer children, and who, having had their means greatly reduced of late years, can no longer afford to pay the same rates as they formerly used; and though all the children in attendance are supposed to pay from 3s. to 6s. per quarter, few are able to do so, and many are taught gratuitously. So that, in point of fact, this school is for the poor, notwithstanding it has the character and name of a select school.

14. *Tinslick*.—*a.* In very bad repair; light and ventilation defective; the room is low, and ill adapted for school purposes; the premises are not properly enclosed. *b.* Desks and seats for the children; neither book-press, nor teacher's desk. *c.* 1, ordinary arrangement of classes; 2, satisfactory; 3, chiefly monitorial, but without regularly appointed monitors; 4, very good. *d.* A smart intelligent, young person, who keeps her school in good order, and has her classes very fairly instructed. *e.* Her income for the year was £17 11s. 5d., viz., £15 from the Board, and £2 11s. 5d. from the children. *f.* Reading tolerably fluent; writing rather small and cramped; spelling and explanation good; dictation fair; in arithmetic the answering was but indifferent.

15. *Longford*.—*a.* Not suitable; room low and ill lighted; no yard or play-ground. *b.* Tolerable. *c.* 1, no first class, the junior children being taught at the infant's school; in other respects the ordinary arrangements are carried out; 2, good; 3, fair; but a few lessons are given individually; 4, good. *d.* She promises to become a good teacher; her manners are pleasing, and she displays great energy and animation while engaged with the classes; she is a pupil of the Oldcastle school. *e.* Her salary from the Board is £9 a year; the school-fees amount to about £5, and she has £4 12s. 6d. from a loan fund. *f.* The examination of the classes was in most respects satisfactory; the reading, however, was occasionally hurried.

16. *Moate*.—*a.* In good condition; windows low, light and ventilation defective. No play-ground. *b.* Adequate. *c.* 1, usual arrangement of classes and distribution of time; 2, tolerable; 3, Second and Sequel occasionally taught by monitors; all classes receive instruction from the teacher every day; collective lessons occasionally given in grammar and geography; 4, tolerable. *d.* The teacher appears pretty well qualified for her business, yet the school does not seem to be in as satisfactory a state as it ought to be. *e.* She receives £15 a year from the Board, £5 a year from local sources, and the fees of the children, which in the past year amounted only to £1 2s. 1d. There is, besides, attached to the school, a workmistress, who has a salary of £6 a year from the Board. *f.* Except in spelling, the general answering was indifferent, the reading and explanation, in particular, being very bad. It must, however, be stated, that many children were absent this day, a large market being held in the town, and the morning being very wet.

17. *Coole*.—*a.* Tolerably good; a wooden partition divides the house into two rooms, one for the boys and the other for the girls; no play-ground. *b.* Adequate. *c.* 1, That ordinarily adopted in National Schools; 2, satisfactory; 3, collective lessons given in music, and occasionally in arithmetic; no regularly appointed monitors; 4, satisfactory. *d.* She seems attentive to her business, and to have instructed the several classes with care and tolerable success, as far as reading and spelling are concerned. *e.* There is an endowment of £3 a year to the school, besides which she received £16 from the Board, and only £1 from the children during the year. *f.* Music is said to be taught in the school; but very little progress has been made, beyond singing one or two of the songs in "Hullah's Method." *g.* The teacher had procured some of what is called *Glasgow Work*, which the children were busy learning, and for which they are to receive payment. This has attracted to the school some grown girls, who, perhaps, would not otherwise have attended.

18. *Miltoom*.—*a.* In a very indifferent state, and very dirty; a new schoolhouse is in contemplation. *b.* Tolerable. *c.* 1, ordinary; 2, satisfactory; 3, monitors are used with the first class children; teacher instructs all classes herself; no collective teaching; 4, satisfactory.

d. School not sufficient time in operation to enable one to form an opinion of the teacher's mode of conducting it. She appears quiet and orderly, but deficient in animation. *e.* She cannot state what her income is likely to amount to: her salary from the Board is £14 a-year. She occupies a room adjoining the school as her residence, and pays her share of £2 a-year rent for the school-premises. *f.* The answering was but indifferent, the writing bad, and the copy-books not corrected with proper care.

19. *Ballymore.*—*a.* Tolerable; room low and narrow; light and ventilation defective; no play-ground. *b.* Tolerable. *c.* 1, Usual arrangement of classes and distribution of time; too little space for the number in attendance; 2, satisfactory; 3, no collective teaching: in arithmetic the instruction is chiefly individual; 4, satisfactory. *d.* A quiet, well-disposed young person; her manners are pleasing, and her acquirements tolerably good. She is likely to prove a very respectable teacher when trained. *e.* She received £9 from the Board, and £5 from the patron of the school during the past year; the receipts from the scholars amounted to four shillings. She lives with her father, the teacher of the boys' school. *f.* The answering, on the whole, was tolerably good. *g.* The patron supplies materials for needlework, and the girls are taught to cut out and make up dresses, which they may then purchase at the first-cost price of the material.

20. *Rath.*—*a.* Tolerably suitable, but small; the floor is bad. *b.* Desks, forms, and a small table—no other furniture. *c.* 1, The ordinary arrangements are followed; 2, satisfactory; 3, tolerable; collective lessons on geography are occasionally given to the two senior classes; 4, satisfactory. *d.* An intelligent young person, who seems very attentive to her duties, and keeps her school in good order: she is a pupil from the Oldcastle school. *e.* The fees from the children during the year made up £1 6s.; so that, with the Board's salary of £9, her income did not exceed £10 6s. *f.* The answering at the examination was tolerably good; the writing, however, appeared cramped. *g.* The Parish Priest, who is the manager of the school, and his curate, are frequent visitors, and often attend on Saturdays to give religious instruction to the pupils.

RD I

Proportion of Average Attendance to 100 Pupils on the Roll.	Number present.	To read Second Book cor- rectly.	
58.6	29	4	
65.0	16	2	
-	-	-	
60.6	41	13	
55.6	36	9	
55.6	{ 16 10	5 1	
34.0	32	-	
63.3	44	2	
50.0	13	-	

MIXED SCHOOLS.

21. *Cloneen*.—*a*. The house is pretty good; the schoolroom, however, is low; there is no play-ground, the portion of the premises which appears to have been originally intended for that purpose being now used by the teacher as a kind of kitchen-garden. The school premises form a portion of four acres of land which the teacher rents from the manager of the school, who is also the landlord of the place. *b*. Tolerable. *c*. 1, That usually adopted in schools; 2, indifferent; 3, monitorial to some extent; very inefficient; 4, very indifferent. *d*. The teacher appears to have been very careless, and, in some respects, very inattentive to his business: he is the more to blame as he is a trained first-class teacher, and seems quite competent to discharge his duties in a satisfactory and efficient manner. *e*. His salary from the Board is £22 a-year: the only additional income he receives being the fees from the children, which in the past year came to about £1 15s. *f*. The answering was in all respects most unsatisfactory. *g*. The deficiencies and instances of neglect and carelessness noticed in this school, are, perhaps, in some measure attributable to the absence of proper local supervision and control over the teacher and school, neither the manager nor his agent residing in this part of the country.

22. *Cloonaugh*.—The school was closed when I called, the manager having authorised the teacher to let the children home before the usual hour.

23. *Moyno*.—*a*. The house is built of stone, and thatched: it is not adapted to school purposes, and very deficient as regards light and ventilation: it was erected at the teacher's expense many years ago, and is kept in repair by him. *b*. Deficient. *c*. 1, Bad; 2, indifferent; 3, bad; 4, unsatisfactory. *d*. He has no knowledge of the improved methods of teaching, was never trained, and is now, I fear, too old ever to improve; he seems, however, attentive to his business. There is a workmistress attached to this school, who gives instruction in plain needlework to between thirty and forty girls, who attend for the purpose. *e*. The master's income is about £20 a-year, the school-fee not amounting to more than £1, and the other £19 being paid by the Board, as the salary attached to the class in which he is placed. The Board, besides, award £6 a-year to the workmistress. *f*. The results of the examination were unsatisfactory: the reading and knowledge of the subject matter were very indifferent, the writing was bad, the copy-books were kept in a most careless and slovenly manner. *g*. The school is situated in a remote part of the country, and the district about appears miserably poor, and in a very backward state, so that it affords but little prospect of adequate local support for an efficient school.

24. *Knockerrille*.—*a*. Not suited to school purposes: room low and narrow, no yard or play-ground. *b*. Inadequate: additional desks and seats have been ordered. *c*. 1, That usually adopted in the country; 2, satisfactory; 3, all classes are taught by the teacher, and the junior are, besides, taught during a portion of the day by children from the higher classes; 4, satisfactory. *d*. An attentive, hardworking teacher, with a fair knowledge of the ordinary branches taught in schools. *e*. His salary from the Board was £17, and he received besides, from the children, £2 12s. 6d. in the year. He pays fifteen shillings a-year for the plot of ground on which the school and his house, which is attached to it, are built. *f*. Reading tolerably fluent, writing indifferent, small, and slovenly; spelling good; most of the children learning arithmetic were able to work easy sums with tolerable accuracy.

INFANT SCHOOLS.

25. *Tullamore Infant*.—The room where the school is held is small and confined: it contains a small gallery, some desks, and a ball frame; but no objects or pictures. The great defect of this school is the want of a properly trained teacher, to introduce into it the methods, organization, exercises, adopted in infants' schools.

26. *Longford Infant*.—The room in which the school is conducted is wholly unsuited to school purposes, and is not provided with any of the usual appliances of an infant school. Neither has the teacher any knowledge of the special exercises and methods to be adopted in teaching young children. Were this in reality, what it is in name, an infant school, I have no doubt it would prove very successful, even in point of emolument. The daily attendance has averaged seventy-three; and the school receipts from the children for the ten months, ending with October, 1850, amounted to £11 4s. 10d. At the time of my visit there were 103 children on the roll, and of these 78 were entered at 1d. per week, 8 at 2d., and 5 at 3d.; the remainder being admitted gratuitously.

27. *Moate Infant*.—The house in which this school is held is not in any way suited to the purpose, and the room is not furnished with any of the articles required for the efficient working of an infant school—there are neither pictures, nor objects, nor gallery, nor ball-frame; and the teacher, an intelligent young person, fairly qualified for an ordinary school, is wholly unacquainted with the processes and practices which it is necessary to adopt in teaching infants.

The Commissioners have considered it desirable, that an opportunity should be afforded to the Head Inspectors of stating in their annual Reports their views upon various matters relating to the working of the National System in their respective Districts, and, incidentally, to the subject of elementary education in various parts of Ireland; but the Commissioners wish it to be distinctly understood, that they do not hold themselves responsible for the opinions expressed in the following Reports, nor do they feel called upon to adopt all the suggestions which they contain.

No. 2.—REPORT ON SCHOOLS Inspected at Intervals in the Year 1850, by WILLIAM M'CREEDEY, Esq., Head Inspector.

April, 1851.

GENTLEMEN,—In obedience to your instructions, I beg to submit to you, for the consideration of the Commissioners, a Report on the Schools inspected by me at certain intervals in the course of last year, when not occupied with other duties, particularly in the months of February and March.

Occupation of Time.—The remaining part of the year, except a few weeks spent in attendance at the Office in Dublin, and a short time given to the drawing up of my reports for the year 1849, I was so fully occupied with the examination and classification of the Male and Female Teachers of the several districts intrusted to me, and the superintendence of the Ballymena and Coleraine Model Schools, that it was rarely indeed I could snatch a day for the inspection of our ordinary schools; the consequence of which has been that I was only able to visit 60 in all, and of these I have reported fully and particularly upon but 42, the others having either been closed on the day of my visit, or for some reason or other only partially examined by me.

The tabulated particulars in the sheet accompanying this have been taken from my ordinary reports forwarded to the office after each inspection, and, when taken in connexion with the “general remarks,” added in the form of foot notes, will serve, I believe, to give a pretty accurate knowledge of the present state of the schools therein noticed. Of these 10 were for boys, 9 were for girls, and 23 were mixed schools, or schools open for the admission of children of both sexes. The following table exhibits a summary of the particulars relating to the attendance on these 42 schools, as given in the annexed sheet :—

	Boys', (10.)	Girls', (9.)	Mixed, (23.)	Total, (42.)
No. of Pupils on School Rolls at time of my Inspection,	1022	924	2197	4143
Average Daily Attendance of Pupils for 12 months preceding my Inspection,	564	533	1286	2383
No. of Children present on the day of my Inspection,	467	406	1256	2189
Average time spent by Children at School, 38 months.				
Average age at which they begin attendance, 5½ years.				
Average age at which they leave off, 12½ years.				

The great difference observable in the above between the numbers on the rolls, on the one hand, and the returns given, whether of the daily average attendance throughout the year, or of the numbers found present at the time of inspection, on the other, is very striking, and indicates but too evidently the very fluctuating nature of our schools as regards the pupils' attendance. This fluctuation is found more or less in all schools, no matter where situated; but, as one might beforehand anticipate, is carried to its extremest limits in the rural districts, where it not unfrequently happens to the Inspector to see, as it were to-day, a school thronged to suffocation which some weeks before he had found almost wholly deserted, and which, should he return some weeks later, he would again find emptied of its pupils. As instances of this I take three cases of an average character out of many now before me; and in the first, a boys' school, I find the daily average one month so low as 15, and in another of the same year rising so high as 62; in the second, which is a girls', the average one month is 22, and in another 80; and in the third, again, which is a mixed school, the average one month is given as 13 only, while in another, still within the same year, it mounts to 67. As another illustration of the extreme precariousness and irregularity of attendance at many of our schools, I subjoin the results of an examination of the rolls of a girls' school, established under very favorable circumstances, near to a most flourishing and populous village, and in one of the most prosperous portions of what is generally reckoned the finest county in Ulster. The school had 60 names upon its rolls, and was divided into three classes, there being a roll for each; the rolls were closed, and the quarter for which they served was not an unfavorable one; seventy was the number of school-days, and had the

attendance been regular, each child of the 12 selected should have been present 70 days. Now here are the results:—

1st Class Roll, first 4 children, out of 70 days,	{	1	was absent	25	days.
		1	"	35	"
		1	"	66	"
		1	"	32	"
2nd Class Roll, first 4 children, out of 70 days,	{	1	"	00	"
		1	"	47	"
		1	"	4	"
		1	"	44	"
3rd Class Roll, first 4 children, out of 70 days,	{	1	"	70	"
		1	"	10	"
		1	"	30	"
		1	"	57	"

The group of children whose names were selected were not one whit more irregular in their attendance than any similar number it was possible indifferently to choose would have been found to be, nor was the school with which they were connected at all subjected to any peculiar disadvantages, but rather, on the whole, a very fair specimen of its class. And that it was truly such is proved by the fact that it appears, on generalizing from all the returns made to me, that the average time spent by a child at school each year, during what may be called the *school-going period of life*, is somewhat less than six months.

Now seeing this to be the case, and taking into account that the age at which attendance at school generally commences is that between 5 and 6 years, or say at $5\frac{1}{2}$ years, and that at which it is finally left off is $12\frac{1}{2}$ years, or between 12 and 13 years, we may infer that the whole period devoted to instruction by each child resorting to our schools is on the average equal in extent of time to not more than $3\frac{1}{2}$ years. The time given in the preceding table, and which is taken from the particulars contained in the tabulated sheet that follows this Report, is 38 months, a return which, though in this instance gathered from rather limited data, is quite in accordance with the results arrived at in previous inquiries, not only by myself but others, and which, therefore, I cannot but regard as a very near approximation to the truth. And though the term here set down is a good deal higher than that assigned by Her Majesty's Inspectors, the Rev. Messrs. Moseley and Watkins,* for the children attending the National and other Schools in England, it cannot, I think, be deemed satisfactory, especially when it is remembered that it does not represent a really consecutive period of training, but a mere aggregate of time got by the summation of scattered days and weeks, separated from each

* See their Reports in the Minutes of the Committee of Council on Education for 1844, Vol. II. See also Hill's National Education, Vol. I., pp. 67, 68.

other often by long intervals, during which the absent child is far more likely to *lose* than to *retain* what he had before learnt; and on his return, therefore, almost certain to present himself to his old instructor more ignorant, and, not improbably, less docile than when he left.

The total number of children present in the schools at the time of my inspections amounted to 2189, or 1271 boys and 918 girls, and of these—

379	boys	and	276	girls,	in	all	655	children,	were	under	7	years	of	age.
596	„		406	„		1,002	„		were	7,	but	under	11,	
275	„		221	„		496	„		were	11,	but	under	15,	
21	„		15	„		36	„		were	15,	and	above	15.	

From which it appears, that more than three-fourths of those present were under 11 years of age. The average age of the boys I found to be under $8\frac{1}{2}$ years, and that of the girls about the same,

In connexion with the points now noticed, I have to observe, and I do so with regret, that many of our teachers, notwithstanding all the remonstrances which from time to time have been addressed to them, are still very negligent in their mode of keeping their school accounts, particularly the Register, in which not unfrequently the ages of the children at the time of their admission are omitted, and very generally also the dates of their removal. The class rolls, too, are seldom duly closed at the end of the quarter, and the old, where kept at all, for many seem to think their preservation unnecessary, are rarely met with in a state available for ready reference. The consequence of all this is that the Inspector who looks for accurate details for insertion in his returns is put to a great deal of trouble, and, what is worse, sometimes to little purpose; the maze of confusion in which he finds the accounts being such, perhaps, as to defy all his ingenuity and patience to unravel, or to draw forth from them any truly reliable results.

Now, these accounts are by no means of a complex or difficult character, or at all such as to demand for their correct keeping any great sacrifice of labour or attention; on the contrary, they are in themselves very simple, and could, I believe, be at all times kept in a fit state for inspection by the expenditure of a very small amount of care on the part of the teachers. And I have now some confidence that this care will not be withheld, and that in future they will be so kept as to afford true aid to him whose business leads him to consult them. The Register and Report Book should be kept *fully* according to their respective headings, and in *strict* conformity with the printed directions by which they are prefaced; the class rolls again should be duly closed at the end of each quarter, by having entered, in the two columns to the right, the days of attendance or non-attendance for each child respectively, and when closed, should be neatly bound up together, and, with those that preceded them, carefully preserved for future reference.

It might seem, but for the inattention hitherto paid to the matter—

almost needless to remark, that it is of the very first importance that the statistics of our schools should as far as possible be scrupulously exact—free from all suspicions of negligence, management, or trick—and, in short, so characterized by perfect good faith in all their details, as to be thoroughly trustworthy. Else, how are we to know, and surely we ought to know, what is the true state of education among us? to what extent it has been diffused among our people, and in what kind? its present short-comings and defects, and the remedies likely to remove them? For example, it is evident that the average age at which children commence to attend school, and that at which they leave off, with the time actually spent by them under the eye of their instructor, are three elements absolutely necessary to be known by all those who are called upon either to frame suitable measures for the education of a people, or, when framed, wisely to direct their administration. Let but one of these elements materially vary, then so too must the whole course of instruction—books, subjects, and methods; for it is obvious that a population whose children should remain but a very short period at school, say some ten or thirteen months, and that only during their tenderest years, and one whose children should be found to remain treble or quadruple that time, and that too up to years of riper youth, would require very different treatment at the hands of the legislature in everything pertaining to education. In the one case the studies of the pupils might properly be both varied and comprehensive, and such as to demand refined and extensive culture in the teachers selected, while in the other the instruction given would be necessarily so limited to the simplest elements of knowledge, as to require for its communication men of humble views rather than large attainments.

In all the schools I have reported on, besides, of course, reading and spelling, arithmetic and penmanship are taught; and in the girls' schools, sewing and knitting. And again, in—

38	of these schools	is taught	Grammar.
38	„	„	Geography.
28	„	„	Dictation.
26	„	„	Etymology.
14	„	„	Mensuration.
4	„	„	Singing.

I here subjoin a table, in the first section of which, or that to the left, I give the numbers of children throughout the 42 schools said to be learning the several branches of instruction, and in the second section of which I have set down the numbers found to have attained a certain proficiency in those branches,

LEARNING.	No. of Boys.	No. of Girls.	Total	Proportion per cent.	Proficiency.	No. of Boys.	No. of Girls.	Total	Proportion to total No. of Children.
First Book of Lessons,	355	282	637	29.1	{ Able to read Second Book of Lessons correctly,	370	247	617	About 1 in 3½
Second " "	373	308	681	31.1	{ Able to read the Third and higher Books with ease	301	197	498	1 in 4½
Third " "	315	186	501	22.8	and intelligence,	163	97	260	1 in 8½
Fourth " "	173	124	297	13.5	{ Acquainted with the parts of speech,	93	47	140	1 in 13½
Fifth " "	55	18	73	3.3	{ Able to parse syntactically,	84	36	120	1 in 18½
Grammar, . . .	429	234	663	30.2	{ Able to write with tolerable accuracy,	56	24	80	1 in 27½
Writing from Dictation,	259	126	385	17.5	{ Able to write with ease and correctness,	133	106	239	1 in 9
Geography, . . .	433	318	801	36.5	{ Acquainted with outlines of Map of the World,	87	32	119	1 in 18½
Simple Rules,	307	221	528	24.1	{ Acquainted with Maps of Europe and Ireland,	37	13	50	1 in 43½
Compound Rules, . . .	80	65	145	6.6	{ Able to set down accurately any number of not more	81	33	114	1 in 19½
Proportion, and above,	183	45	238	10.6	{ Able to work correctly a sum in Subtraction,	106	41	147	1 in 14½
Writing on Slates, . . .	156	234	399	17.7	{ Able to solve with readiness and correctness questions	58	9	67	1 in 32½
Writing on Paper, . . .	576	335	911	41.3	in Practice,	221	124	345	1 in 6½
					{ Able to write on paper fairly,	81	58	139	1 in 15½
					{ Able to write a good hand with ease and freedom,				

It is to be borne in mind, that while the numbers in the first section of the foregoing table are taken implicitly from the returns made to me by the several teachers at the time of my inspection, those in the opposite section, where the proficiency of the pupils is marked, are the results arrived at by myself after careful and minute examination of every child said to be learning the branches specified, and may therefore be regarded as presenting as true a measure as it is possible to obtain of the real value of the teaching given in the schools reported on, and, as these differ very little on the average from others I have at any time visited, in our schools generally, at least in that part of Ulster with which I am officially connected.

I have further to observe in explanation of this table, that, except in the case of arithmetic, the numbers in the right-hand section are exclusive one of the other; thus, the numbers set down as "able to parse," are not included in those given as "acquainted with the parts of speech;" and the latter, therefore, are to be taken as representing only those who in grammar know merely the "parts of speech," and nothing more; and so, with the exception mentioned, with the other branches. In arithmetic this order was departed from, because in that branch I unfortunately found but too often, that the advanced pupils were as ignorant as the more backward, of the elementary rules and processes. Here, therefore, the numbers set down include in each case the entire pupils capable of doing, irrespective of all else, the particular exercise specified, and without its being at all implied, on the one hand, that from the numbers returned as able to do notation, for instance, those have been excluded who were capable of anything more, or, on the other, that in the numbers given under the heads of subtraction and practice, none are included who had failed in notation. Such a course, indeed, would ill suit this particular branch, and would infallibly lead to very erroneous results; for in arithmetic, above all other subjects taught in our schools, an acquaintance with the higher and more advanced parts affords no sort of presumption of certainty and readiness in the lower, it often happening to the Inspector to meet with boys quite expert in interest and discount, who yet cannot write down, correctly and readily, a sum of six or seven places of figures in notation.

I shall now add a few remarks of a general kind, on the instruction given in our schools in the more important branches of knowledge, on the order and discipline that pervade them, and the methods followed by the teachers. These remarks, however, it is to be understood, I by no means found upon what presented itself to my notice in the few schools visited by me last year (and which, if it stood alone, would, it is evident, form quite too narrow a basis on which to generalize), but upon the wider experience previously acquired in the many years I was employed in the sole business of inspection, and during which I examined many hundreds of schools, and informed myself fully on all their details.

Reading.—The reading of the pupils in many of the schools is very poor; painfully hesitating and indistinct; the accents often mis-

placed, and the enunciation thick and husky; in some schools no perceptible inflexion of the voice, no matter what the subject; no change of tone or utterance, but a dull, slow, monotonous drawl observed throughout; in others, again, nothing but a sort of rapid muttering, without attention to even the ordinary pauses, is to be met with; while, generally speaking, the best pupils in schools of average character, never attain to any higher excellence, and it is certainly considerable, than to read with correctness and intelligence, combined with more or less of ease and smoothness; and few, indeed, are the schools whose pupils are found to read with a pleasing expression, accommodated to the subject, and varying with the sense.

In schools of low or backward character, the pronunciation has often a vagueness and incoherence quite astonishing; whole syllables slurred over, so as to render them nearly inaudible, and the final consonants almost invariably omitted; while others, not found in the text, as if to make compensation for such retrenchments, are thrust in abundance into the middle syllables. Other defects, again, in such schools, are, that the words are not properly grouped in the reading, those being separated which ought to be joined, and those joined which ought to be separated; articles, prepositions, and other particles, which the voice should generally slide over without force, are often made emphatic; and, the most striking fault of all others, the children, instead of being taught to keep their heads well up, and their chests expanded, to open their mouths freely, and to use their organs of voice as they ought, are allowed to stoop over their books with their heads sunk upon their breasts, and, apparently unconscious that the action of the tongue is necessary to articulation, to go on uttering sounds which, whether as they one while ooze listlessly through the half-closed teeth of some, or, at another, drop sluggishly from the inert lips of others, seem rather to escape unwittingly from them than to be designedly pronounced by them.

The principal cause of this deplorable deficiency in one of the main branches of instruction is, I cannot but think, next to the imperfect elocution of the teachers themselves, on which I have dwelt in my former reports, the very little care and time bestowed upon reading *as such* in our schools generally, arising, I believe, partly from an impression very prevalent with our teachers, that being a very common thing, and, as they, for that reason, I suppose, most erroneously conceive, of easy acquisition, even excellence in it would not obtain, as it would not, they falsely imagine, merit any praise; and partly from the misappreciation, and, as consequent thereon, the most injudicious and disproportioned application of the explanatory and interrogative methods of teaching. Thus, it frequently happens that in a class of some twelve or fourteen pupils, hardly shall two or three short sentences have been read, until the teacher, ordering the books to be closed, will start off, upon some slight hint contained in the words of the lesson, into a rambling discourse, part exposition and part interrogation, relating to almost everything but what the subject before him ought naturally to suggest, and so contrive to spin out "the thread of his verbosity," that

at its close the time allotted for the lesson will have expired, and the class will then be remanded to their seats without the books being ever again opened, or an additional sentence read by any of the pupils; and to so great an excess is this system, miscalled intellectual, carried in some schools, that I should not be surprised to find in them children of the third or fourth class, who, in the course of a month, had not read more than eight or ten sentences. Obviously, it is next to impossible that good readers can be formed in schools where such a method of teaching prevails; but it would be a great mistake to suppose that the teachers who fall into this method are those of little ability or intelligence: by no means, they are not at all such; but are, for the most part, rather the cleverer sort, though generally young and inexperienced, who are most given to it, and whose schools, in other respects, are often not without considerable merit. Female teachers are less prone to it than the men, and the older and more experienced masters, particularly if of attainments more solid than showy, seem disinclined to it; and, accordingly, we find that the reading is much better, on the average, in girls' than in boys' schools; and, with respect to the latter, best taught in those whose teachers are least pretentious.

I have to observe that it is not meant by the preceding remarks that the defects noticed were at all general in the schools, of which returns are given in the accompanying tabulated sheet; this would be a great injustice indeed, for in many of them reading is very fairly taught; and in some few, as in the Fountain Street, Town's End Street, Bangor, Malin, Moville, Forth River, and Londonderry Schools, it is attended to with care, and a fair proportion of their pupils can read in a very pleasing manner, with both intelligence and expression; but I intend them to apply, and they seem to me, unhappily, too justly to apply, to a very large number of our ordinary schools.—(See Note 1.)

Spelling.—Ordinary or *viva voce* spelling is generally pretty well taught in our schools, and in some, great accuracy has been attained by the pupils. The practice, however, is too common, of confining the spelling to the isolated words found in the vertical columns at the head of the reading lesson of the day, instead of giving the words connectedly in groups, as they occur in the sentences of the text; which last, next to writing from dictation, for which it is an admirable preparation, seems to me the most successful, as it certainly is the most rational method; for by it, in contrast to the other plan where they are generally left out, a fair proportion of ordinary and familiar words, most liable to be misspelled, are introduced, and the children, moreover, are taught in a natural and easy way, not to confound together words of like sound but different in orthography and signification.

Doctor Sullivan's little work on spelling is to be met with in many of the schools, and in some I have found large classes taught to commit it as part of their daily tasks, and of these there were a considerable number acquainted with large portions of it. Such classes I hope to see instituted in all our schools.

In some schools the children are permitted to question each other in spelling, and where encouragement is not given too much to the desire to puzzle, it may have its use, as tending to excite and keep up attention to a part of instruction, which, to most minds, is little attractive; but I must confess myself to have been as often offended as pleased with the exercise, and that I cannot think a class likely to be much improved by the children composing it, addressing daily to each other "words of learned length and thundering sound," which few of them can, without much difficulty, pronounce, and none of them can comprehend, and which, besides, they will probably never after in the whole course of their lives be called upon to use.

As related to this branch, I may here mention that in a large number of schools the old and absurd system is persevered in of teaching the *meanings* of words in connexion with the *spelling*, in which the sense is unsettled and arbitrary, rather than with the *reading exercise*, or, more properly, with the examination and analysis of the text of the reading exercise, when only can the words of the lesson have their meaning properly determined by their application in the sentences where they are found.

In many schools again, spelling, in the case of the very young pupils, is quite dissociated from reading, and the little learners are doomed for months to con over columns of unconnected words, sometimes of three or four syllables, without any attempt ever being made to teach them to combine them into sentences. Now this in a national teacher is unpardonable, particularly if trained; as our First Book of Lessons was designedly compiled to provide against such an abuse, and to enable children so soon as they had learned the alphabet, or even some few of its letters, to commence at once to read as well as spell; which is effected simply by causing them to name the words in associated groups, called sentences, instead of naming them, as on the old plan, in meaningless and arbitrary connexion, as they occur in isolated columns.

Grammar.—The elements at least of this branch are taught in by far the greater number of our schools, but in many cases very immethodically, and with little skill. Some teachers are content if their children can repeat the mere names of the parts of speech, and point out as they occur, in simple sentences, those most easily known, such as the noun, article, and adjective; and others, again, while they aim at something much beyond this, pursue it in such an irregular, unsystematic, and, if one may use the term, hap-hazard sort of way, that the results produced are seldom of much value; their pupils' knowledge of the subject, to any important extent, being generally found neither certain nor uniform. In a good number of schools, however, grammar is very fairly taught, the junior pupils being able to point out all or the greater number of the parts of speech in sentences selected at discretion from their reading lessons; and the senior pupils, those for instance of the fourth or fifth class, being able in addition to distinguish

the several inflections of words, and to determine their concord and government agreeably to the rules of syntax, and this without committing either very gross or very numerous mistakes.

Excellent hints on the right method of teaching this branch are to be found in our Lesson Books, particularly in some chapters of the Girls' Book, and in the introduction to Doctor Sullivan's Grammar.

Geography.—Geography, like grammar, is taught to greater or less extent in most of our schools, and in many very successfully. There are few whose most advanced pupils at least are not tolerably well acquainted with the outlines of the map of the World, as the position of the great divisions of land and water, the chief mountain ranges, and the most noted seas, gulfs, bays, straits, &c.; the boundaries of the continents, and their principal capes, peninsulas, islands, rivers, lakes, &c.; in many, such pupils have added to this a very great familiarity with the maps of Europe and Ireland, and a moderately fair knowledge of the more important states in the New and the remaining portions of the Old World; and in a considerable number, happily now I believe on the increase, the simpler and more elementary parts of mathematical and physical geography are taught. These gratifying results in the case of this most interesting branch of instruction are unquestionably in great part due to the introduction of the large and picturesque maps furnished by the Board, now found in most of our schools, and which so pleasingly appeal to the senses of the children, who, as Matter says, "love to instruct themselves through the sight;" and in no less degree, doubtless, to the excellent text books provided for our teachers, and which are such general favorites both with themselves and their pupils, that there are now few schools, indeed, in anything like moderately fair circumstances, where copies of them are not to be met with.

The Commissioners would confer another important boon upon their schools were they to supply them, according to the usual scale of reduced prices, with small terrestrial globes, of such admirable use for the purposes of illustration, that without them many points, particularly in the physical and mathematical parts of geography, can with difficulty be understood.

Penmanship.—Writing is not well taught in the poorer sort of schools; the style in them is often bad, and the execution slovenly, and the books commonly are kept with little regard to neatness and cleanliness—their covers torn or scribbled over in every imaginable way, and the pages within disfigured by unsightly blots, or by mazes of illegible scrawl, if possible, still more offensive. Many of the teachers themselves, especially among the masters, write badly, and cannot, therefore, be well expected to form their pupils to a good style; and others, who themselves write fairly enough, attach so little importance to proficiency in this branch that they seldom think of looking into the exercises of the children, who, consequently, are left almost wholly to themselves, to get on each according to his own fashion, and to mould their hand each for himself as caprice or fancy may suggest. But in very many

school, I am happy to state, such negligence is altogether unknown, and writing is taught with all the care it deserves, and with much success. This is the case in a large number of girls' schools, and in most boys' schools under first or second class teachers. The writing exhibited in the copy books of the pupils of 8 out of the 42 schools included in the tabulated return annexed, was very good both in style and execution; and, in justice to them, I beg here to subjoin their names: they were then the Town's End Street, Gymnasium, Fountain Street, May Street (female), Ballymacarrett male, No. 2, Bangor male, Bangor female, and Londonderry male schools. In the first mentioned school I met with 45 pupils, boys and girls, whose copy books presented specimens of writing extremely beautiful in style, and characterized by much ease and freedom of execution. The mode of teaching is peculiar; large hand is not here the first exercise but the last, and is only taught in connexion with what is called ornamental penmanship, and for the most part is confined to the boys; the children begin at once with small hand, but small hand reduced to its elements, as the small oblique down stroke, the more oblique hair stroke, then the combination of the two, then loops, curves, &c., then single letters of simple form, as *n*, *m*, *l*, *u*, and finally whole words and sentences. Judging from its results, as exemplified in this school, I should think it likely to prove a most successful and efficient method, and I would, therefore, be strongly disposed to recommend some other of our teachers to give it a trial. Indeed, in not a few of the best works on education, especially among the French, the practice of commencing with large hand, or of teaching it at all, is disapproved of as consuming the time of the pupils to little purpose.

The publication of a new set of copy lines more elegant and finished in style than those at present in use in our schools, a measure I believe already determined on by the Board, will be followed, I am confident, whenever made, and it is hoped it will be soon, with great and immediate improvement in this branch of instruction.

Dictation.—Writing from dictation has been of late introduced into many of our schools, and in some much progress has been made by the pupils; but in reference to most in whose programme of studies it is found, it is I fear very irregularly taught, and is taken up and dropped just as the whim or indolence of the teacher may happen to suggest. In such schools occasional lessons will be given through it may be two or three successive weeks, as, for instance, in anticipation of an inspection or examination, but this fairly over, the exercises are at once discontinued, and months will, perhaps, be allowed to elapse before they are resumed. Where such a course is pursued it is obviously vain to expect that children can attain to even moderate proficiency.

I have also to remark that in many schools where this branch of instruction forms a fixed and stated portion of the actual routine business of the pupils, there is much neglect on the part of the teachers, of whom some omit, partially or altogether, the proper correction of the exercises.

Now, this is an abuse almost as serious as the entire omission of such lessons. For spelling, being a thing wholly destitute of any universal principles from which its details could be deduced, is almost entirely arbitrary, and, therefore, altogether an affair of memory; and as this faculty is dependent on what has been called the *association of ideas*, it is plain that if children are left to themselves day after day to write out words of incorrect orthography, without their attention being directed to the errors committed, they are more likely to be injured than improved by the exercise.

For a like reason I would observe that all lessons in what is called *Cacography*, that is, the writing out of words by the teacher, purposely misspelled for the after correction of the pupils, and which has been injudiciously recommended by some educationists, should be wholly eschewed, as tending to weaken in the minds of the children the association between the sound and the established orthography. (See Note 2.)

Arithmetic.—Next after reading there is, perhaps, no branch so ill taught as this in the average of schools. It is seldom rightly introduced to the pupils; its elements, as notation, numeration, and the simple rules, are not sufficiently dwelt upon, and there is no attempt made to explain the *rationale* of any of the processes employed. In short, in many schools, the whole teaching is mechanical, without even the merit of being *thorough in its kind*, for few are the children one meets in them who can repeat readily and accurately the leading rules and definitions. I have often seen boys of twelve or fourteen years of age, advanced, perhaps, as far as exchange, utterly fail when called upon to write down a sum of seven places of figures in notation. The black board, too, is not made available as it ought; and the pupils, instead of being taught in classes in immediate presence of their teacher, quickening them by his eye and directing them by *viva voce* exposition or correction, are generally found seated at their desks, puzzling themselves over the pages of whatever text book they happen to possess, and trying to get on each as well as he can, while the master is giving his attention to an entirely different matter.

Seldom do the teachers show much skill or inventiveness in the framing of questions of their own, and those generally put by them, when they do venture beyond the limits of their favorite text book, which indeed they rarely do, are of an unpractical character, not bearing on the every-day life of their pupils, and, therefore, without interest for them, as not “coming home to their business and bosoms.”

The practice is still continued in many of our schools of causing the more advanced pupils to consume much of their time in copying into books the sums wrought by them on their slates. I can see little utility in this, and believe their time would be more profitably spent in performing new exercises than in writing out the old.

I regret that the junior pupils are not more carefully taught the arithmetical tables, as those of money, time, weights and measures, &c., which are full of information certain at a future time to be of the greatest pos-

sible use to the children, and with which it is the more necessary to make them early acquainted, as many leave school without ever advancing to slate counting. In all schools there should be a supply of table books, and all the junior children capable of reading should be formed into classes, and made to repeat the tables as portions of their daily tasks.

Another neglect committed by many teachers, not as regards arithmetic only, but in all branches of their teaching, is the failing to institute *periodic repetitions*, at which the pupils could be questioned on all they had previously learnt, and when their knowledge of the subject, whatever it might be, could be fully tested, and if loose or doubtful, strengthened and corrected. This is a great means of improvement, and should never be omitted from a teacher's arrangements; for what Locke applies to mankind is eminently true of children, that "the pictures drawn in their minds are laid in fading colours, and if not sometimes refreshed, vanish and disappear."

I would recommend to the notice of our teachers, as conveying most useful hints on *method*, Doctor Vowler Short's small tracts entitled "Hints for Teaching Decimal and Vulgar Fractions," and "Instructions for Teaching Arithmetic to Little Children," and Horace Grant's "Arithmetic for Young Children," parts I. and II.

General Method of Teaching.—Of the general style of teaching followed in many of the schools, particularly the method of questioning on the ordinary reading lessons, whether the object be to examine or instruct, I cannot speak at all highly. With the old, untrained, or less informed teachers the questions generally are of a mechanical or routine sort, inhering, so to speak, too much in the words of the text, and demanding for their correct answering hardly any exercise of thought on the part of the pupils; while with the young and clever, trained or untrained, they often assume a wholly opposite character, break off in "brave disorder" from the vulgar bounds of the subject of the lesson in hand altogether, and extend to an indefinite variety of the most incongruous matters—touching on everything and dwelling on nothing—with no kind of sequence or coherence among them for two minutes together—nothing linking itself with what goes before or giving support to what comes after—but the whole composed of such heterogeneous and discordant elements, and brought together so rapidly, that it would be as idle to talk of a man's attending to the objects which glance upon his field of vision through the window of a railway carriage as to expect children to attend, in any true sense of the term, to any subject so treated; and, therefore, if of the first it may be said that they are such as to put the attention to sleep, of these it may be pronounced with equal truth that they are only calculated to distract and bewilder it.*

"Novelty and variety joined," says Miss Edgeworth, "fatigue the mind. Either we remain passive at the show, or else we fatigue ourselves with ineffectual activity." And then, with that felicity of illustration for which her writings are so remarkable, she adds, "a few years ago a gentleman brought two Esquimaux to London; he wished to amuse, and at the same time to as-

The latter I regard as the more pernicious system, since it is that into which the more promising and forward fall; and is therefore to be repressed with a firm hand. And though, at first sight, and to him particularly who is not initiated into its working, it may appear more intellectual than the former, it is in reality, as at present carried out, not a whit more so; for the teachers, thinking themselves at liberty to depart on every occasion from the subject really before them into what is called *incidental* teaching, which each makes embrace whatever his fancy prompts him to include in it, at length become wedded to a stereotyped series of questions into which they are ever sure to diverge; and to such an extent do they sometimes commit themselves in this respect, that any experienced Inspector could, in the case of many schools, if asked, name beforehand thirty per cent. of the questions he is destined afterwards to hear put in his presence. And hence there arise two very crying evils; the first, that the children, knowing that the questions likely to be addressed to them are not such as would be naturally suggested by the text of the lesson for the day, and being well aware from experience that preparedness on that is not required to success in answering, never think of studying it at home; and the second, that the teachers having mastered a set of questions of a miscellaneous kind which, from their extreme generality, would seem applicable indifferently to all subjects, though in truth ill suited, and for that very reason, to any, never suppose themselves, any more than do their pupils, under the necessity of making previous preparation for the exercises that daily engage them. Now without such preparation, especially on the part of the teachers, it is evident there can be no freshness, no suitable variety in the matter taught, and that the whole scheme of instruction must fall back into one of dull and monotonous routine.

"A Prussian teacher," says Mr. Horace Mann, "no more thinks of meeting his classes without daily preparation than a clergyman would think of preaching a sermon without special reading and forethought."

Some of our teachers, again, not perhaps prone to the exaggerated employment of the incidental mode of teaching noticed above, seem yet to have no *predetermined march* chalked out for themselves on any subject, but appear equally without goal or starting point, the consequence of which is that their whole course, far from being an advance as it were in a right line, and towards a fixed aim, may be described as a sort

tonish them, with the magnificence of the metropolis. For this purpose, after having equipped them like English gentlemen, he took them out one morning to walk through the streets of London. They walked for several hours in silence; they expressed neither pleasure nor admiration at anything they saw. When their walk was ended, they appeared uncommonly melancholy and stupified. As soon as they got home they sat down with their elbows upon their knees, and hid their faces between their hands. The only words they could be brought to utter were—"too much smoke—too much noise—too much houses—too much men—too much everything!"—*Essays on Practical Education*, vol. 1.

of zig-zag, winding, and uncertain route, in which movement, however animated, bespeaks anything but true progress. It may be said that flexibility and quickness of association are favored by such a system; but these, though very valuable mental habits, are inferior in worth to solidity and coherence of thought, and, if cultivated exclusively or disproportionedly, may degenerate, the one, into giddiness of mind, or what has been aptly called a "wandering wit," and the other into an intellectual suppleness apt, it may be, to seize upon a thing but without the power to maintain strong grasp of it. "He who cannot *contract the sight of his mind* as well as disperse and dilate it, wanteth a great faculty."

The preceding remarks are not to be taken as applicable to all teachers, or even a majority of them; I mean them, indeed, to characterize what seemed to me the faults of a large number; but it is not to be concluded from anything I have said, for the reverse is the truth, that we have not many, very many teachers, male and female, both well informed and skilful, and whose teaching is at once searching and judicious, varied as well as solid, opposed alike to vague superficiality and dull routine. Yes, happily, we have many such; persons of the most estimable character, whose largeness of information and judgment in imparting it do them great honor, and who are quite a credit to the system with which they are connected; and eminent among these are some whose schools I inspected in the past year, and which are included in the annexed returns. Few better teachers could anywhere be found than those I met in the Londonderry (male), Fountain Street, Town's End Street, and Bangor schools.

It still, however, remains true that the methods pursued in many schools are very faulty; and that, even in good schools, the teacher's aim seems to be to *instruct* rather than *educate*, to impart a certain amount of knowledge, of a very valuable kind it may be, but apparently without studying *so to impart it as to improve the mind of the pupil in the process of its acquisition*. But to think that by merely storing a child's memory with a multitudinous mass of facts, regardless of order or arrangement in the mode of their communication, we do all that is required to build up and strengthen his intellect, is to commit the mistake of Master Merton who, as related in the well known tale of "Sandford and Merton," when called upon to repair the flat covering of his little hut and render it water-tight, only thought of *laying on more straw*, when an equally essential thing, as Sandford found out, was the *sloping of the roof*.—(See Note 3).

Time Table.—The Time Tables are not filled up properly in many schools, and in some they are mere blanks. These are grave faults. The exercises of each class should be specified on this table, and the time given to them; and once marked down, the order of the exercises, and the time noted for each, should be faithfully adhered to, the Time Table being meant to be the law of the school.

Discipline and Cleanliness.—The children generally appeared very well behaved; in some cases rather noisy perhaps; but always cheerful and good natured, apparently kind and civil with each other, and respectful towards their teachers. Corporal punishment in any of its harsher forms is, as well as I could learn, almost unknown, and many of the teachers are unprovided with either strap or cane. In most cases also the children appeared clean in dress and person, and the school-rooms, though too often narrow and confined, ill built, and without fit means of ventilation, seemed kept with due regard to decency and neatness.

Supply of Books.—I was sorry to find that in one-half the schools the supply of books is at all times very inadequate.

Observance of Rules.—Religious instruction is given in all the schools I have visited; generally the whole of Saturday is devoted to this important subject, and either the first or the last school-hour of each of the five remaining week-days. Sometimes that which is given is confined exclusively to what is in harmony with the doctrinal views of the local managers and the majority of the parents, and the children of other Christian denominations then withdraw, at the hours appointed, to receive teaching in accordance with their respective churches, elsewhere; and occasionally the use of the School-room for the purpose of communicating religious education is granted equally to each of the leading denominations, the Protestant, Presbyterian, and Roman Catholic. In almost all the schools I visited, if indeed I should not rather say all, there were to be found children of all the three denominations I have mentioned, apparently living in the utmost harmony with each other; and from whose parents or guardians I never heard any complaint of interference in the matter of religion. Such interference, I believe, to be altogether alien to the habits of our teachers; and I may, perhaps, be allowed here to state, which I do with confidence, that in the thirteen years I have acted as Inspector in the service of the Board, no case of an attempt to proselytize ever came before me as connected with any school with whose inspection I was intrusted.

Payments of Children.—In most of the schools I reported on last year the children's fees are pretty regularly paid, and in some, situated in the more thriving parts of the counties of Down and Antrim, the annual amount received by the teachers is considerable; in others, however, placed in less prosperous districts, it is very small. I here subjoin a table exhibiting the number of children entered in these schools at the different rates of payment, together with those admitted as gratuitous pupils. It is to be borne in mind, however, that many who are entered as *paying pupils* are only nominally so, for though pledged to pay they seldom or never do so.

Number on the Rolls entered.	Boys, (10 schools)	Girls, (9 schools)	Mixed, (23 schools)	Totals, (42 schools)
At and under 1s. 1d. per quarter,	539	743	1082	2364
At rates not over 2s. 2d. per quarter,	364	135	681	1180
At rates not over 3s. 3d. per quarter,	39	—	217	256
At rates not over 5s. per quarter,	28	4	152	184
At rates over 5s. per quarter,	20	—	18	38
As gratuitous,	32	42	47	121

Teachers' Incomes.—The following table exhibits the annual incomes of the teachers as derived from various sources:—

	Boys' Schools, (10 teachers)	Girls' Schools, (9 teachers)	Mixed Schools, (23 teachers)	Totals. (43 teachers)	Average.
Income from school fees	£ s. d. 139 10 0	£ s. d. 58 6 0	£ s. d. 341 0 0	£ s. d. 538 16 0	£ s. d. 12 10 7½
Income from local endowments	32 0 0	29 10 0	88 0 0	99 10 0	2 6 3½
Salary from the Board	201 0 0	145 0 0	402 0 0	748 0 0	17 7 10½
Annual value of residences	4 0 0	24 0 0	15 10 0	43 10 0	1 0 2½
Total income from schools	376 10 0	256 16 0	796 10 0	1429 16 0	33 5 0
Income from sources apart from school	88 0 0	—	139 0 0	227 0 0	5 5 7
Total income from all sources	464 10 0	256 16 0	935 10 0	1656 16 0	38 10 7

Now the average number of pupils in attendance at these schools daily throughout the year being 2383, it follows from the preceding table—

That the average amount of school-fees paid by the people for each pupil is } 4s. 6½d. per annum.

That the average payment made to the teachers by the Board alone for each pupil is } 6s. 3½d. "

That the average payment made to the teachers from all sources for each pupil is } 12s. 0d. "

Before concluding I would venture to recommend that the Commissioners should include in the requisites issued by them at reduced rates to the schools, sheets of plain or coloured Diagrams, illustrative of the

simpler parts of natural philosophy, and of the chief industrial processes in agriculture and manufactures; I mean cards such as those found in Infant Schools, but of a somewhat higher kind, and better executed.

I think also that our ordinary Lesson Books would be greatly improved, and certainly rendered much more interesting to our pupils, by having a few neatly executed wood-cuts scattered through their pages.

I would further suggest that large compasses and crayons, or chalk pencils, so necessary to the ready use of the black board, should be supplied from the Board's depot.

I have the honor to remain, Gentlemen, your obedient servant,

WILLIAM MCCREEDY, *Head Inspector.*

The Secretaries.

(NOTE 1.)—READING.

I take leave to add here a few simple remarks on the subject of reading, drawn from books, or suggested by my own experience, and which I commend to the attention of teachers.

1. The children should be made to hold their heads well up, and to throw back their shoulders, so as to expand the chest.

2. They should be taught to separate their teeth and to open their mouths freely in speaking, using their tongue and lips properly, so as to bring forth their words in clear, round, well-defined, and therefore distinct tones.

3. They should group their words properly; not separating those which ought to be joined, nor joining those which ought to be separated.

4. They should be taught clearly the nature of *accent*, and how it determines the character of a word. Such words as *abuse*, *absent*, *convert*, and *produce*, &c., in which the place of the accent varies, as it happens to them to be used as nouns or verbs, are very suitable for this purpose.

5. They should be made to slide over such unimportant particles as *a*, *an*, *the*, *and*, *of*, &c., which they are very apt to make emphatic.

6. They should be made to read at first rather slowly, *never hurriedly*, and to observe the ordinary pauses.

7. They must be guarded against the improper omission of consonants, particularly when final, as well as against the insertion of others in the middle syllables; as, for instance, in the words *length*, *strength*, *hand*, *certainly*, *immediately*, which they pronounce as if *lenth*, *strenth*, *han*, *certainly*, *immediantly*.

8. An error akin to this last is to divide monosyllables into dissyllables; pronouncing such words as *warm*, *harm*, as if written *war-um*, *har-um*.

9. Children should not be advanced from book to book too rapidly; for, when this is done, being taxed beyond their strength, they infallibly learn to hesitate and blunder: as those whose pace in walking is short, must, if urged beyond their natural gait, fall into a trot.

10. Instead of stopping them at the end of every sentence, or making them read sentence by sentence in turns, which is the common practice, they should often read by paragraphs, and occasionally their *reading lesson* should be merely a *lesson in reading*, and nothing more.

11. When advanced, they should be encouraged to read a good deal of poetry.

12. Above all, take care that in adopting the principle—of the most vital importance properly understood—that TO READ WELL ONE MUST UNDERSTAND

WHAT IS READ—you do not fall into the error of supposing it to mean that, provided your children understand a lesson, it matters little whether they read it or not; or that, if you only cultivate their judgment, the exercise of expression may be neglected; an absurdity as gross as to believe that a man could become a painter by merely listening to lectures on perspective, or that one could learn to dance by perusing learned dissertations on the *rationale* of graceful motion. "It is the habit alone of reasoning," says some one, "that can form a reasoner." Similarly it may be said that *it is the habit alone of reading that can make a reader.*

I recommend our teachers to study with care the excellent remarks contained on this subject in the introduction to Doctor Sullivan's *Class Book*.

(NOTE 2.)—DICTATION.

I. Teachers should at first choose the most easy and best known words, and limit themselves to very short sentences.

II. They should afterwards, as pointed out in the *Spelling Book Superseded*, select, or rather themselves frame, sentences containing—

1. Words of the same sound, but differing in spelling and signification.
2. Words spelt alike, but different in meaning.
3. Words both spelt alike and pronounced alike, but of various meanings and applications.
4. Words having silent consonants.
5. Anomalous words, or such whose pronunciation departs from analogy or rule.

III. After some time spent on such exercises, the sentences should ordinarily be taken from the current text of the day's lesson, varied occasionally by the dictation of short and familiar letters of correspondence, when the children should have pointed out to them the proper positions of the date, signature, &c., and the mode of subscription, address, &c.

IV. The dictation should be slow, extending ordinarily to but two or three words at a time, which should be repeated but twice.

V. When advanced, they should write from memory, and occasionally on paper—(1) the substance of a little anecdote or story narrated to them; (2) an abstract of a lesson formerly given to them; (3) an account of any little incident that may have befallen them.

VI. They should sometimes write down the hard words of a lesson, or such words as the teacher sees by experience they are apt to misspell, in *vertical columns*, and not in narrative.

VII. They should be made to hold their slates rightly, to clean them properly before and after each exercise, and to write their names at top.

VIII. *When engaged in the exercise*, they should not be permitted to *rub out* words, but directed, on discovering a mistake, to cross it with the pencil.

IX. For correction they should make a mutual exchange of slates, and the teacher, when the sentences are short, and the pupils but beginning, should then *spell aloud* each word dictated, in consecutive order, directing his pupils to follow him, and mark the errors by a downward stroke of the pencil. To test the faithfulness of the correction, he should go over himself as many slates as possible. When the pupils are well advanced, they can make these mutual corrections without the teacher's *viva voce* spelling; but the latter must always test their faithfulness by his own examination.

X. Grammar should be combined with dictation, by making the children *underline the verbs*, for instance, and *overline the nouns*; and so, by turns, with other parts of speech.

(NOTE 3.)—MAXIMS FOR TEACHERS ON METHODS OF TEACHING AND SCHOOL MANAGEMENT.

The following remarks on teaching are taken from a little work entitled *L'Instituteur*, by the distinguished French educationist, M. Matter; and as

114 *Appendix to Seventeenth Report of Commissioners* [1850.]

they seem to me characterized by admirable good sense, I commend them to the careful attention of our teachers. The order of the original text is not strictly followed, and the language is sometimes rather paraphrased than translated.

I. Study, he says, addressing himself to teachers, study closely the characters of your pupils, their dispositions, and their capacities. Consult the wants of your locality. Calculate precisely, without over confidence or too much diffidence, what is required from you, your means of doing it, their sufficiency or insufficiency, and then take your part.

II. And, first, in every thing propose to yourselves a well determined aim. Trace out beforehand, if only in conception, the course of studies you mean to undertake, the sort of order and discipline you wish to establish, and the kind and degree of influence you desire to exercise over your pupils. And then, your aim well and clearly defined, put your hand resolutely to the work, trusting for success to your own conscientious devotedness, and the help of God.

III. Draw up always a plan of whatever work engages you. Be careful wisely to co-ordinate and arrange its parts, and fix precisely the time to be given to each.

IV. Above all, spare no pains to form the minds of your assistants and monitors, as well by precept as example. Make yourselves felt throughout all the details of your teaching; be, as it were, everywhere; and show yourselves always the most devoted, the most laborious, and the most persevering parties in your schools.

V. Guard against that dull routine which is the death of teaching; and, whatever scheme you may fix upon, never look upon it as final or as incapable of improvement. On the other hand, beware of change for the sake of change, and never change too hastily, for by doing so you will distract and bewilder your pupils, and render their progress impossible; you will never reap the fruit of your experiments; you will feel at last disgusted with your purposeless labours; and learn to your cost that it is sometimes wise to *let well enough alone*, and that one may spoil a good thing in vain attempts to make it better.

VI. Try always so thoroughly to master whatever you profess to teach, as to be relieved from the necessity of ever and unceasingly recurring to your text books. One teaches ill that of which he himself knows but a little thing.

VII. Make yourselves always understood. Let your language be level to the capacity of your pupils, that is, of all your pupils; for it is not enough that the more advanced should comprehend you; all should profit by your lessons, as all alike are equally intrusted to your care, and none have been confided to you in order by a vain display to serve to minister to your self-love or their own.

VIII. Distinguish well between the mere child and the more advanced boy, and this last from the grown-up youth. If it suffices for you to obtain the attention of the child, or to exercise his memory, this is not enough for the boy; he wishes to know the reason of things, and his judgment must be appealed to and cultivated. And the young man desires to go still farther: he wants to exercise his powers of imagination and invention—to compose and create. You must proportion, then, your teaching to the exigencies of different ages.

IX. To this end, be ever adding to your stores of knowledge; read, study, and above all learn much by heart—a thing now too much neglected by the majority of teachers.

X. Cultivate a spirit of progress, for it alone can sustain you to a proper height, and animate your pupils with the same admirable sentiment.

XI. Never attempt the impossible. To labour, that you may spare to your pupils the trouble of labour—to think, that you may relieve them of the fatigue of thinking—to so refine upon methods as to convert teaching into a sort of game or amusement—is the foolishhest of all enterprises. On the contrary, study should demand much exertion from the pupil, because it is

for his good that labour should become a habit with him, and good habits cannot be formed too soon.

XII. However, push not your pupils beyond their strength. You should neither overexcite nor put to sleep the faculties of your children; but form and develop them with the tempered wisdom that nature dictates, by employing such means as she has furnished.

XIII. The first lessons are the most important, as it is by them the understanding is chiefly moulded, and the intellectual habits formed. Let your first lessons, then, be simple and precise, and teach your pupils nothing that you do not labour by explanation to make them understand. Advance slowly, that you may advance surely, but always advance.

XIV. And far from advancing too rapidly, as many teachers do, with some few of your pupils, return often on your steps with all. *Repeat with care.* The knowledge acquired in the earlier lessons makes slight impression upon the mind, and is easily worn out or effaced. In neglecting to return often to these lessons where all is new, both in matter and expression, in order to proceed still further in advance, to other lessons equally novel, your pupils, while apparently making much way, will in reality fail of all progress; they will learn nothing well, and consequently will retain nothing. But that which is useful to one is what he knows, not what he did know.

XV. Put the lessons of your schools in relation with the duties of life; and let your pupils see that what you teach subserves some good and useful end, and show them the application of it. As, for example, in teaching writing, let your pupils learn to write letters of correspondence, forms of accounts, receipts, bills, &c.

XVI. From the instant your teaching is felt to be useful, it will become easy; it will cease to fatigue you, for it will no longer weary your pupils. Men have a ready appreciation for whatever is useful, and in this respect children are men.

To face page 117.]

COUNTY.		NAME OF SCHOOL.		Date of Inspection.	Number of Pupils on Rolls at time of Inspection.	Average Daily Attendance for 12 weeks preceding inspection.	To answer on general course of examination.
DISTRICT 5.	Antrim, . . .	1	Gymnasium, . . .	Feb. 18	136	10	7
	" . . .	2	May-street, . . .	Feb. 22	127	7	-
DISTRICT 2.	Londonderry, . . .	3	Waterside, . . .	Mar. 15	131	5	-
	" . . .	4	Great James's-street, . . .	Mar. 19	33	2	-
	" . . .	5	St. Columb's, . . .	Mar. 22	91	7	-
	Donegal, . . .	6	Dristeran, . . .	July 22	85	3	-
	" . . .	7	Coolkinney, . . .	July 25	28	3	-
DISTRICTS 6 & 7.	Down, . . .	8	Bangor, . . .	Aug. 27	190	9	6
	" . . .	9	Rosstrevor, . . .	Sept. 19	116	4	-
	" . . .	10	Grange, . . .	Sept. 19	85	3	-

GENERAL REMARKS.

MALE SCHOOLS.

a. School-house and Premises. b. Furniture, &c. c. 1, Organization; 2, Method; 3, Discipline; 4, Cleanliness. d. Teacher. e. Income. f. Instruction. g. General.

1. *Gymnasium*.—a. House good; school-room lofty and spacious; light and ventilation good; offices pretty clean, but play ground in a bad state—wet and muddy. b. Very good; four large maps, a black board, and abundance of tablets and pictures. c. 1, tolerable; 2, fair; 3, good; 4, children not clean. d. Very fairly qualified; quick, and pretty well informed; his mode of examination rather intelligent and animated, but wanting in thoughtfulness. e. Fees are well paid, and amount to £30 per annum, besides which the teacher enjoys a salary of £22, and a further income of £10 from his night school, together with an allowance of £5 from the Board on account of same. f. Instruction is pretty good; grammar, geography, etymology, and writing from dictation, are systematically taught, the oral spelling is good, and the penmanship fair; and the junior classes know the arithmetical tables. Seven boys are taught geometry, and four are at bookkeeping. g. This school is always largely supplied with Lesson Books and all other school requisites for sale to the children. A paid monitor attends; he writes a good hand, and seems in other respects fairly qualified.

2. *May-street*.—a. Room rather narrow and confined; light and ventilation, however, very good; yard small, but very clean; offices also clean. b. Adequate and in good repair; six large maps provided, a black board also, and numerous tablets. c. 1, tolerably fair; 2, pretty good; 3, good; 4, school-room clean; children orderly and clean. d. Fairly qualified; tone and manner good; method intelligent, but in examination rather formal, with little ease or flexibility. e. Besides the income derived from his day school, the teacher, who is a very fair classical scholar, earns about £13 a year by private tuitions. f. Instruction rather low; grammar and geography little known; elements of arithmetic not sufficiently dwelt upon; reading, however, pretty good, and the *reza voce* spelling fair; penmanship also tolerable. g. Music sheets are provided here, and a beginning has been made in the teaching of singing.

3. *Water-side*.—a. School-room neat and comfortable; ceiling, walls plastered, floor of wood; light and ventilation good; yard small, but clean. b. Adequate and in good repair; large maps provided, with tablets and black board. c. 1, very imperfect; pupils injudiciously classed; 2, poor; 3 and 4, good; children orderly and clean. d. Teacher well intentioned, but of no great ability; voice weak; manner dull and slow; his style of examination neither judicious nor animated. e. School fees £8 per annum on the average, and £17 as salary from the Board. f. In most respects very poor; grammar, geography, and etymology, or the derivation of words, very imperfectly known; little progress made in writing from dictation; great ignorance of the elements of arithmetic; reading of junior classes very indistinct and hesitating; penmanship but tolerable, and explanations of both the words and subject matter of the daily lessons dry and meagre. g. The school accounts are kept with neatness and accuracy.

4. *Great James's-street, Derry*.—a. The school-room, which forms the basement story of the Scotch Presbyterian Church, is large and roomy, but rather low in the ceiling; the walls are plastered, and the floor boarded; light and ventilation good. b. An abundant supply of furniture in good repair, tablets, a full set of large maps, black board, globes, and a small stock of minerals are provided. c. 1, good; 2, very fair; 3 and 4, school-room and premises clean; children orderly and neat. d. An intelligent, well informed person, of pleasing manners and address, and much devoted to his duties. His method of teaching is intelligent, and his style of examination judicious, but wanting, perhaps, in vivacity. e. The fees here are high and well paid, averaging about £28 yearly, besides which, and his salary from the Board of £17, he has an annual grant of £10 from the Honorable the Irish Society, and £5 from the Church to which the school is attached, and which, moreover, pays him £20 as presenter. He has also £4 from a singing class which he teaches in the evening for a portion of the year. f. Reading, on the whole, good; grammar and geography fair; explanation of reading lessons intelligent; much attention given to the elements of arithmetic; writing pretty fair; dictation tolerable; oral spelling rather imperfect. g. On the whole, I consider this a very respectable school, and one that I am confident will steadily improve.

5. *St. Columba's*.—a. The house, which is in the chapel yard, is large and well built, and the school-room is spacious, ceiling, and its walls plastered; the light and ventilation are good, and the school offices are decently kept. b. Ample, and in good repair; abundant supply of tablets and four large maps provided, but no black board. c. 1, fair; 2, not good; 3 and 4, satisfactory; children orderly and obedient, and school-room clean. d. His method of teaching wholly mechanical, and his style of questioning when examining a class slow, and devoid of skill or judgment. e. Besides his fees from the pupils and his salary from the Board, this teacher enjoys a grant of £10 a year from the Honorable the Irish Society, and occupies a house on the premises free of rent; he has also £5 from tuitions. f. Reading very imperfect;

explanation of reading lessons, both as to words and subject matter, neither prompt nor intelligent; grammar and geography little known; penmanship poor, and insufficient time and care bestowed on the elements of arithmetic. Spelling *vis* *et* *voce* the only exercise in which the pupils acquitted themselves well. *g.* A paid monitor is attached to this school; he is the son of the teacher, and apparently a smart, well disposed lad, but at present his acquirements are not much above the level of the more advanced pupils.

6. Driveston.—*a.* House large and well built; school-room spacious, airy, and well lighted; floor of wood, walls plastered; a garden attached, which is neatly kept, as are all the grounds included within the boundary; school offices, however, unroofed and in ruins. *b.* Adequate, and in pretty good repair; a supply of tablets and two large maps, but no black board. *c.* The attendance, owing to the great severity of the weather, too small to enable one to form a right judgment on these points. *d.* Well informed, but slow in manner, and rather mechanical in his method of teaching. *e.* The school is in a very poor district of country, and the teacher receives very little in the form of fees—only 30s. per annum on the average of the last three or four years; he farms somewhat extensively. *f.* Of the eight boys present but one appeared to have made respectable progress, and he, indeed, knew grammar and geography tolerably well, and could write from dictation very fairly.

7. Cocking.—*a.* House poor; school-room narrow and confined; floor earthen; walls very rudely plastered, and both light and ventilation indifferent; no offices. *b.* Rather poor; but one large map, and no black board. *c.* 1, tolerable; 2, tolerable; 3 and 4, satisfactory. *d.* Not very able, but quiet and respectful in his manner, and I believe disposed to do his best; animated enough in his examination of a class, but his method mechanical, and his questions of rather a routine character. *e.* The neighbourhood is a very poor one, and the school fees are, in consequence, very small, and irregularly paid. *f.* Tolerable; reading fair; spelling and explanation pretty good; writing, however, poor, and arithmetic much neglected. *g.* The sister of this teacher is mistress of the adjoining girls' school; they live together in a very neat house, built by the brother, and appear very comfortable; they rent a piece of ground sufficient to feed a cow, and to supply them, in part, with meal and potatoes. They seem a very respectable, well conducted pair, and are, I believe, much esteemed for their probity and general moral worth.

8. Bangor.—*a.* Premises rather confined; house, however, well built, and the school-room spacious and lofty, ceiled, and its walls plastered; light and ventilation good. *b.* Adequate, and in good repair; tablets, ten large maps in good condition, and a black board. *c.* 1, good; 2, satisfactory; 3, children somewhat noisy, but cheerful and lively; 4, fair; room clean; children for the most part neat and clean. *d.* Well informed, able, earnest and energetic; voice and manner excellent; method of teaching intelligent, and style of examination animated and judicious. *e.* Besides his school fees, which are well and regularly paid, and amount in the year to £40, he derives £5 from a night school, which he opens during part of the year. *f.* Very satisfactory; reading and *vis* *et* *voce* spelling good; explanation, both of words and subject matter, prompt and intelligent; penmanship excellent; writing from dictation very fair; elements of arithmetic suitably dwelt on; and in grammar, geography, and etymology, the progress made by a large proportion of pupils most respectable, and in every way gratifying. *g.* Mensuration, geometry, algebra, and bookkeeping, are taught here; the fifth class are also taught the Lessons on Reasoning, and can answer very well on the first nine chapters; and the same boys, together with those in the fourth class, know the Lessons on Money Matters very familiarly. There is a paid assistant attached, who examines a class with much spirit, and promises to be a very superior scholar. On the whole, a very superior school.

9. Restrevor.—*a.* House substantially built, but premises confined, and bordering immediately on the street; school-room, however, large, and with light and ventilation good; school offices small, and awkwardly situated. *b.* Very good, and in good repair; abundance of tablets, and six large maps, but no black board. *c.* 1, good; 2, very fair; 3, most satisfactory; 4, room and premises very neat and clean, children the same, and, moreover, orderly and quiet, and most respectful in their manners and behaviour. *d.* Earnest and painstaking, and apparently desirous to do his best; quiet and dignified in his bearing and address, and possessed of full authority over his pupils, who seem to respect him very much; his method of teaching is intelligent, and his style of examination very fair. *e.* His fees from the school are not large, but he has some private tuitions which pay him pretty well. *f.* Considering that the present teacher has been but recently appointed, it may be said to be in a rising condition, and on the whole satisfactory; the reading and oral spelling are fair; the explanation of lessons intelligent, and sometimes given with spirit; grammar, geography, and writing from dictation, have been fairly introduced, and tolerably fair progress already made in each; the penmanship, too, is moderately good, and due attention seems given to enforce a familiarity with the elementary parts of arithmetic before proceeding to the higher rules. *g.* This school I consider good for its circumstances, and I hope much from its teacher, who appears to me well-intentioned and zealously bent upon his duty.

10. Grange.—*a.* House tolerable, but unenclosed; school room pretty fair; floor of wood, ceiled, and the walls plastered; light and ventilation pretty good. *b.* Sufficient desks and forms, and in tolerable repair; two large maps, but no black board, and the tablets not provided with boards fitted for their suspension, but merely pasted on the walls. *c.* 1, 2, and 3, No proper means of determining these points, the attendance being so very small; 4, room not at all neat or orderly, and the book presses and teacher's desk in the most disgracefully dirty and confused state. *d.* Of some ability, and possessed of a tolerable amount of information, but very slovenly and negligent as regards both person and dress, and though sufficiently prompt in his examination of a class, his method of teaching is mechanical, and rather of a routine cast, and his questions are framed without skill or judgment. *e.* His fees are small, but he is provided with board and lodging in a neighbouring family, whose children he teaches in the evening after school hours. *f.* School in a very low condition in all respects. *g.* The Class Roll, Register, and Report Book of this school I found most incorrectly kept, incredibly dirty, and presenting, the two first more especially, one mass of blots and scrawling.

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Country.		NAME OF SCHOOL.	Date of Inspection.	Number of Pupils on Rolls at time of inspection.	Average Daily attendance for 12 Months preceding inspection.	Number present at time of inspection.	Of Ground	
							Under Seven Years of Age.	To Trace Maps of Europe and Ireland.
DISTRICT 5.	Antrim, . 11	Fountain street, . .	Feb. 19	239	170	136	32	-
	" . 12	Mary-street, . .	Feb. 21	169	100	90	25	8
DISTRICT 2.	Londonderry, 13	Waterside, . . .	Mar. 14	56	35	38	14	-
	" . 14	Londonderry, . .	Mar. 26	47	28	23	5	-
	Donegal, . 15	Dristeran, . . .	July 22	100	44	22	9	4
	" . 16	Coolkinny, . . .	July 25	68	40	27	14	-
DISTRICTS 6 & 7.	Down, . . 17	Bangor, . . .	Aug. 28	111	66	78	23	8
	" . 18	Hollywood, . . .	Aug. 29	60	25	37	14	-
	" . 19	Grange, . . .	Sept. 19	76	25	15	5	-

FEMALE SCHOOLS.

11. *Fountain-street*.—*a*. A good, substantial well-built house, with apartments in the basement story for the teacher. The school-room is spacious and lofty, well lighted and well ventilated, and contains a large gallery to serve for simultaneous or collective teaching. The only drawback is, the premises are very much confined, there being no play ground, nor even anything almost that could be properly called a yard. *b*. Abundant, and in good repair; numerous reading and picture tablets, a full set of the Board's large maps, class roll frames, and a black board. *c*. 1, good; 2, good; 3, excellent; 4, room clean; children very neat and clean. *d*. A pleasing mistress, unaffected and painstaking, and evidently desirous to do her best. *e*. Besides her salary from the Board, which is now £24, she has an allowance of £15 a year from the committee, and free apartments. *f*. Very satisfactory; reading good; explanation intelligent and very ready; grammar and geography pretty familiar to the higher pupils; penmanship very fair, and copy-books kept neat and clean; writing from dictation systematically taught, and with much success, and great attention given to the elements of arithmetic. The needlework appears to be very neat, and the singing I thought exceedingly pleasing. *g*. There is a committee of ladies appointed over this school, and the members are very attentive to its management, some one or other of them being in attendance almost every day. The pupils are of all Christian sects, and all act together in the utmost harmony. An assistant and mistress are attached, and are both paid by the Board; they are very pleasing young persons, of good capacities and manners, and promise to become efficient teachers.

12. *May-street*.—*a*. School-room very neat and clean, and with light and ventilation good, but with space too confined for the numbers found sometimes in attendance. The school premises are kept with extreme neatness and care. *b*. Adequate; six large maps and numerous tablets are provided, but no black board. *c*. 1, good; 2, very fair; 3, excellent; 4, most satisfactory. *d*. Careful and assiduous; very attentive to the general bearing and manners of her pupils, whose respect and esteem she evidently enjoys, and rather intelligent in her method of teaching, though in examination she perhaps lacks animation. *e*. Besides her salary from the Board, she has a free house, with coal, &c., and is allowed £10 per annum in addition by the committee. *f*. Tolerably satisfactory; children advanced rather rapidly, and too little attention given to arithmetic. The needlework is good, and a singing class is now formed. *g*. A workmistress is attached, and is paid £6 a year by the Board.

13. *Water-side*.—*a*. House well and substantially built; school-room comfortable, floored with wood, celled, walls plastered, and light and ventilation pretty good; school offices, however, not in a suitable state, and yard wet and dirty. *b*. Adequate; six large maps and some tablets provided, but no black board. *c*. In a very low condition; dead and slow throughout. *d*. Imperfectly qualified; mechanical in her method of teaching, and very inapt and feeble in questioning a class. *e*. In addition to her salary from the Board, £14 per annum, and her school fees, which, however, are very small, amounting to only £3 on the average, she has an endowment of £5 from the Honorable the Irish Society. *f*. Unsatisfactory; reading of most very indistinct, spelling poor, writing poor also, and arithmetic much neglected.

14. *Londonderry*.—*a*. House, which is substantially built, attached to the first Presbyterian Church of Derry, and contains two school-rooms; that for the girls is on the ground floor, and is not very well lighted or ventilated. *b*. Adequate; there are tablets, one large map, and a black board. *c*. 1, tolerable; 2, poor; 3, very good; 4, fair. *d*. A worthy, respectable person, but possessed of little tact or skill in teaching. *e*. This teacher, besides her salary from the Board and school fees, enjoys an endowment of £22 10s. a year granted to the school by the Honorable the Irish Society. *f*. Very unsatisfactory; little known beyond reading and spelling. *g*. A paid mistress is attached, a young girl of good promise, but whose positive knowledge at present is rather limited. On the whole, considering its large endowment, it is hard to account for the feeble state into which this school has been permitted to fall. Its small average attendance evidently shows that it does not enjoy the confidence of the public.

15. *Dristean*.—*a*. House good; school-room spacious, and light and ventilation good; premises very neat and clean. *b*. Adequate. *c*. 1, 2, and 3, pretty fair; 4, satisfactory. *d*. A very well qualified person, and possessed of much information, but rather mechanical in her method of teaching, and wanting in animation. *e*. The locality is very poor, and she receives therefore, almost nothing in the form of fees. She has no endowment from any source, and her sole reliance for support is on the salary granted by the Board. *f*. Pretty fair; reading of the highest class tolerably good; grammar and geography familiar to a few of the most advanced pupils, and writing from dictation appears to be taught, though not sufficiently systematically; the penmanship, however, was not good, considering the ages of those present, and little proficiency was evinced in arithmetic. *g*. The day of my visit was one of storm and rain, and very unfavorable, therefore, to the attendance of pupils; otherwise, I am certain, considering the ability of the teacher, I should have found a much larger number present, and less want of life and vigour in the exercises.

16. *Coolfinny*.—*a*. School-room narrow and confined, floor earthen, walls very rudely plastered, and light and ventilation indifferent. *b*. Scanty and poor; but one large map, and no black board. *c*. 1, tolerable; 2, tolerable only; 3, very orderly and quiet; 4, very good. *d*. A modest, painstaking person, well disposed, I believe, to do what she can for her pupils, but with not much ability, and very slow and timid in her manner. *e*. She has nothing beside her salary from the Board, but her school fees, which are very small, the country around the school being very poor. *f*. Very low condition; writing and arithmetic greatly neglected. *g*. The school was almost wholly devoid of both slates and copy books.

17. *Bangor*.—*a*. School-room not well lighted or ventilated; in other respects pretty fair. Adequate; a full set of large maps, tablets, and black board. *c*. 1, good; 2, good; 3, pretty

fair, except that there may be said to be too much noise, and too frequent calls on the teacher to quell it; 4, very satisfactory, indeed; room and premises clean, and children very clean and neat. *d.* A very well informed person, earnest and hard-working, and evidently desirous to discharge her duties with zeal and efficiency; her method of teaching is intelligent, and she examines a class with a good deal of animation. *e.* Her fees are comparatively large and well paid, amounting on the average to £20 a year, but beyond this and her salary she has no other source of income. *f.* Very satisfactory; the style of penmanship is very fine; the reading of the higher classes very fair; *viva voce* spelling good; explanation intelligent; grammar, geography, and writing from dictation, regularly taught, and fair progress made in each. The needlework, plain and fancy, and the knitting are good. *g.* Great air of healthful, vigorous life in this school, and the children appear animated and cheerful. A paid monitor is attached; she is a very pleasing young person, and promises to be clever.

18. *Bolywood*.—*a.* House very fine, well and substantially built, and situated in a most healthful locality, a little removed from the village; it contains two excellent school-rooms, and apartments for the male teacher, and on the basement story, a farm being attached, sheds for cattle, and stores for all kinds of agricultural produce. *b.* Adequate and in excellent repair; a full set of large maps, but no black board. *c.* 1, good; 2, fair; 3, very good; 4, most satisfactory. *d.* Intelligent and improving, but without much experience of our methods; she is earnest and hard-working, however, and will soon prove, I have little fear, a very good and efficient teacher. *e.* She has nothing in addition to her salary and fees. *f.* Tolerably fair; reading is pretty good; spelling is good; the penmanship is fair, and a beginning has been made in both grammar and geography; arithmetic, however, is far back.

19. *Grange*.—*a.* School-room comfortable, ceiled, floor of wood, walls plastered, and light and ventilation pretty good; premises not enclosed. *b.* Not fully adequate; a book press is wanted, and there are not sufficient boards on which to suspend the tables, which are, therefore, posted on the walls, and so give to the room a rather unsightly appearance. *c.* School throughout in a very weak and inefficient state. *d.* Poorly qualified; her method of teaching mechanical, and her general manner slow and dull. *f.* Unsatisfactory. *g.* The teacher very negligent and untidy in her mode of keeping her school accounts: her Class Book dirty, and Register incorrect.

COUNTY.		NAME OF SCHOOL.	Date of Inspection.	Number of Pupils on Rolls at time of inspection.	Average Daily Attendance for 12 Months preceding inspection.	Number present at time of inspection.
DISTRICTS 5 & 6.	Down, .	20 Megabbery, . .	Feb. 14	{ 55 25	29 15	34 15
	"	21 Ballykeelartifunny, .	Feb. 15	{ 43 51	38 39	{ 13 7 40
	Antrim, .	22 Cromac, . .	Feb. 25	{ 7 130	4 93	4 117
	"	23 Townsend-street, .	Feb. 26	{ 92 124	62 104	69 82
	Down, .	24 Ballymacarrett (No. 2),	Feb. 28	{ 33 92	33 58	24 12
	"	25 Ballymacarrett, . .	Mar. 1	{ 2 58	2 41	{ 37 36
	"	26 Bridge End, . .	Mar. 4	{ 18 73	21 41	18 35
	"	27 Ballymacarrett (No. 1),	Mar. 5	{ 32 94	18 41	6 47
	Antrim, .	28 Conway-street, . .	Mar. 6	{ 48 60	21 32	33 38
	"	29 Forth River, . .	Mar. 8	{ 36 72	19 2	20 54
	Londonderry,	30 Londonderry, . .	Mar. 18	{ 2 85	56 17	2 19
	Donegal, .	31 Clunelly, . .	Mar. 20	{ 14 83	11 30	5 36
	"	32 Tuer, . .	Mar. 21	{ 37 90	21 16	14 57
	"	33 Moville, . .	Mar. 27	{ 47 121	34 33	30 34
DISTRICT 2.	"	34 Malin, . .	July 23	{ 43 30	33 32	30 19
	"	35 Drumawier, . .	July 24	{ 52 23	20 9	31 19
	Down, .	36 Ballywilliam, . .	Aug. 6	{ 41 35	20 12	28 18
	"	37 Lisbarnett, . .	Aug. 19	{ 50 32	29 14	31 18
	"	38 Cottown, . .	Aug. 23	{ 81 57	29 18	25 15
	"	39 Carnacaville, . .	Sept. 10	{ 66 35	27 13	14 9
	"	40 Grinane, . .	Sept. 17	{ 39 19	21 11	18 10
	"	41 Ballyblack, . .	Dec. 12	{ 39 31	17 19	17 14
	"	42 Loughries (No. 1), .	Dec. 13	{ 31	19	14
	"					
DISTRICTS 6 & 7.						

MIXED SCHOOLS.

Average Daily Attendance for 12 Months preceding inspection.	Number present at time of inspection.	
		<p>20. Magaberry.—<i>a.</i> Tolerably good. <i>b.</i> Tolerable, but without large maps, tablets, or black board. <i>c.</i> 1, tolerable; 2, middling; 3, not good; much noise; 4, very unsatisfactory; house walls dirty, and teacher's desk in a state of dirt and confusion. <i>d.</i> Intelligent, animated, clever, but inattentive to discipline, and careless of many important details of schooling. <i>e.</i> His fees amount on the average to £20 a year, and he has £5 from private tuitions. <i>f.</i> Pretty satisfactory; reading, dictation, and grammar fairly taught, and tolerable progress made in arithmetic, but geography, I am sorry to say, wholly neglected. <i>g.</i> The school counts very irregularly kept.</p> <p>21. Ballykeelartilly.—<i>a.</i> House tolerably good, but unenclosed, and without offices or play ground. <i>b.</i> Tolerable; a large map, tablets, and black board. <i>c.</i> 1, pretty fair; 2, middling; 3, good; 4, room clean, children clean and tidy. <i>d.</i> Well disposed and painstaking, and very anxious to improve, but at present without much knowledge of method. <i>e.</i> Derives about £4 a year on the average from private tuitions. <i>f.</i> Rather weak condition; reading very indistinct, and much too quick; writing poor, and no attempt made to teach geography or grammar.</p> <p>22. Cromac.—<i>a.</i> House in a very unsuitable situation. <i>b.</i> Tolerable, but ill arranged; a large map, tablets, and a black board. <i>c.</i> 1, very middling; 2, tolerable; 3, unsatisfactory; children very noisy; 4, indifferent. <i>d.</i> Intelligent and clever, and can examine a class with much animation, but in a manner rather hurried. <i>e.</i> His fees from the school amount in the year to £20, and he has, besides, some private tuitions, which pay him about £10, making his total income from all sources £30 per annum. <i>f.</i> Not satisfactory; reading very imperfect; almost total ignorance of grammar; no good writers, and little acquaintance with arithmetic. <i>g.</i> The great defects of this school are the almost total want of discipline, and the haste with which the children are pushed forward to the higher classes.</p> <p>23. Town's End-street.—<i>a.</i> House excellent; school-room very fine, lofty and spacious, and light and ventilation both good. <i>b.</i> Abundant, and in excellent repair; five large maps and a black board. <i>c.</i> 1, good; 2, good; 3, very satisfactory; 4, very good; room and premises clean, and children very clean and neat. <i>d.</i> Teachers very well qualified, faithful and zealous, and earnestly devoted to their labours. The master has received a collegiate education, and is a person of much ability and intelligence. <i>e.</i> The master gives a portion of the fees to the mistress and the male assistant, and pays an attendant for dusting and cleaning out the room. A night school is kept open during a portion of the year, and to this the Board contribute £10 per annum as salary to the master and mistress, who enjoy besides the fees of the pupils, which amount to about £12 in the year. <i>f.</i> Very satisfactory; reading, especially of the higher classes, very good; grammar and geography familiar to a large number; writing from dictation systematically taught; proficiency in arithmetic very creditable, and the penmanship admirable both in style and execution. <i>g.</i> This, on the whole, is a very superior school, as compared with most I have seen; and were the proficiency of the junior classes more duly proportioned to that of the higher, its condition as a primary school of the first class would fall of little to be desired. Above forty of the pupils write in the most beautiful style of penmanship, a branch of instruction, indeed, which is taught here with a degree of success I have never seen equalled. A paid assistant and paid mistress are attached, and both seem well qualified.</p> <p>24. Ballymacarrett (No. 2).—<i>a.</i> Pretty good; school-room, however, rather confined for the numbers in attendance. <i>b.</i> Adequate, and in good repair; tablets and six large maps, but no black board. <i>c.</i> 1, good; 2, fair; 3, good; 4, room clean, children clean and neat. <i>d.</i> Earnest and intelligent, and heartily devoted to his labours. <i>e.</i> He has a night school, for which he is paid a salary of £5 by the Board, and the pupils pay him about £9 a year in fees. <i>f.</i> Pretty satisfactory; the higher classes read fairly, know grammar and geography tolerably well, and can write from dictation with readiness, and some of them with great accuracy. The penmanship also was very good, but the results in arithmetic evinced the want of sustained and methodic teaching of the elementary rules, and too eager a desire to push the pupils forward before prepared for advance. In the junior classes there was a great falling off, quite disproportioned to their relative standing. <i>g.</i> A paid monitor is attached to this school.</p> <p>25. Ballymacarrett.—<i>a.</i> Pretty good. <i>b.</i> Adequate, and in good repair; three large maps and tablets, but no black board. <i>c.</i> 1, pretty good; 2, fair; 3, good; 4, satisfactory. <i>d.</i> Well informed, but rather mechanical in method of teaching. <i>f.</i> Not satisfactory; penmanship poor, and arithmetic much neglected. <i>g.</i> Considering that this is a first class school, and that the teacher is, comparatively speaking, highly paid, her whole income amounting to £40 per annum, the instruction imparted must be pronounced to be very low and meagre.</p> <p>26. Bridge End.—<i>a.</i> Tolerable; light and ventilation good; school offices in a very bad state. <i>b.</i> Adequate; five large maps, tablets, and a black board. <i>c.</i> 1, tolerably only; 2, middling; 3, tolerable; 4, unsatisfactory. <i>d.</i> Unaffected, well-disposed young man, but slow and mechanical in his style of examination. <i>f.</i> Very backward state; reading poor, geography almost unknown, no progress in arithmetic, and the penmanship of none really good.</p> <p>27. Ballymacarrett (No. 1).—<i>a.</i> House pretty good; school-room ceiled, and light and ventilation good; offices in ruins. <i>b.</i> Adequate; three large maps, tablets, and a black board. <i>c.</i> 1, good; 2, pretty fair; 3, good; 4, fair. <i>d.</i> Able and well-informed; his method of teaching intelligent, and his style of examination animated, but lacking thoughtfulness of aim or purpose. <i>f.</i> Tolerably satisfactory; reading pretty good, geography fairly taught, and a beginning made in grammar. The writing from dictation was pretty good, and the answering in arithmetic tolerable, but there was no good penmanship exhibited. <i>g.</i> The teacher expressed a fear that the annual endowment of £10 allotted to the school by the Patron would be withdrawn at the end of the year.</p>

28. *Conway Street*.—*a*. House by no means suited to its purpose: school-room narrow and confined, and with very imperfect means of ventilation: offices in a bad state: premises, in fact, very unsuitable. *b*. Very middling: one large map, some tablets, but no black board. *c*. 1, not satisfactory; 2, tolerable; 3, by no means satisfactory, the children very noisy and disorderly; 4, very bad: room and premises dirty, and children far from clean. *d*. Zealous and hard-working, but his method of teaching and examining of a routine, mechanical character. *e*. Besides his salary and school fees, this teacher enjoys a free house, and derives about £10 a year from an evening school. *f*. Altogether unsatisfactory: the school presents to the visitor a crowded gathering of children, and hardly anything more, except noise and tumult. Indeed it would be quite impossible for any teacher, no matter how able and energetic, to succeed in producing any proper results in such a school as this, where the space afforded to the pupils would barely suffice to accommodate the one-half of those generally in attendance.

29. *Forth River*.—*a*. School-room very comfortable, and scrupulously clean: light and ventilation good. *b*. Adequate, and in good repair: two large maps and a black board: no tablets. *c*. 1, very good; 2, good; 3, excellent; 4, most satisfactory. *d*. An able and assiduous teacher. *e*. His school fees are well paid, and amount to about £22 in the year: he also enjoys a free house. *f*. Satisfactory: reading very fair, smooth and easy in tone, and correct in accent and pronunciation: geography and grammar very fairly introduced, and much proficiency exhibited in writing from dictation. The penmanship also pretty good, but arithmetic backward. *g*. Altogether, I consider this school in a very promising condition, and likely soon, should the present master be retained over it, to reach a high state of efficiency.

30. *Londonberry*.—*a*. School-room spacious: light and ventilation very fair. *b*. Adequate, and in good repair: abundance of tablets, seven large maps, and a black board. *c*. 1, good; 2, very good; 3, good; 4, most satisfactory. *d*. Intelligent, instructed, and skilful, and in every way a most competent and well qualified teacher. He has studied teaching as an art, and can examine a class with much tact and judgment. He is a first rate penman and an excellent accountant. *e*. He enjoys an annual endowment of £20 from the Hon. the Irish Society, and derives about £4 a year from private tuitions. *f*. Satisfactory: very fair reading, and moderately fair progress in grammar, geography, etymology, and writing from dictation. The style of penmanship is good, and the proficiency in arithmetic pretty fair. *g*. The attendance at this school is very fluctuating, and the master is in a sense precluded from producing all the results which, under other circumstances, a man of his ability would be sure to realize.

31. *Clunelly*.—*a*. House in poor repair: school room large, but light and ventilation far from good. *b*. Pretty fair: two large maps, some tablets—rather few indeed—and a small black board. *c*. In all points most unsatisfactory. *d*. His manner is not good, his enunciation is thick and husky, and his method of teaching wholly mechanical. *e*. He has an endowment of £3 a year from the Honorable the Irish Society, and earns about £3 in winter by a night school. *f*. Deplorably low condition: not a child in the school that could read with correctness and ease, nor one that could write fairly, or cast up the simplest account. *g*. An allowance of £2 per annum is given by the Board for a workmistress, who at present is the wife of the master.

32. *Tuer*.—*a*. House neat and comfortable, but unenclosed: school-room pretty good, though small: light and ventilation good. *b*. Adequate: two large maps, tablets, no black board. *c*. 1, good; 2, fair; 3, very good; 4, school-room clean: children neat and clean. *d*. Intelligent, unaffected, and painstaking, and apparently desirous to do all she can. *e*. Her fees are small, only £4 in the year, but she has an endowment of £1 10s. from the Honorable the Irish Society, and her salary at present from the Board is £18. *f*. Pretty satisfactory: reading and *viva voce* spelling very fair; writing tolerable; grammar and geography the same; arithmetic, however, is much behind; sewing and knitting are taught.

33. *Noville*.—*a*. Very neat house; school-room very comfortable; light and ventilation good. Premises well enclosed, and nicely kept; offices in proper state. *b*. Adequate; tablets, two large maps, and black board. *c*. 1, good; 2, very fair; 3, good; 4, excellent. *d*. Intelligent, painstaking man, and much devoted to his work. *e*. He has some private tuitions during a portion of the year, which bring him in about £4. *f*. Tolerable; reading pretty good, *viva voce* spelling fair, and grammar, geography, and writing from dictation, moderately fair. No great proficiency in arithmetic or penmanship. *g*. A workmistress attends, and is paid £6 a year by the Board.

34. *Malin*.—*a*. School-room rather confined for the numbers in attendance; light not good; ventilation imperfect. The premises are ill suited to their purpose, and there are no school offices. *b*. Pretty good; tablets and three large maps, but no black board. *c*. 1, good; 2, very fair; 3, good; 4, satisfactory. *d*. An intelligent, well-informed person, earnestly devoted to his work, and anxious to avail himself of every means of improvement. *e*. He occupies a free house, and enjoys a salary of £30 a year as clerk to the local magistracy. *f*. Satisfactory: reading good; explanation of lessons prompt and intelligent; penmanship fair, and geography and grammar taught to a large proportion of pupils. *g*. A workmistress attends to teach sewing and knitting, and the junior classes are superintended by a paid monitor, who is brother to the master, and a very intelligent, instructed, and promising young person.

35. *Drumavie*.—*a*. House pretty good; school-room spacious, with light and ventilation good. *b*. Adequate, and in good repair: two large maps, no tablets, no black board. *c*. 1 and 2, very middling; 3, tolerable; 4, fair. *d*. Apparently little interested in his work; his method of teaching quite mechanical, and the questions put by him in examination, though given with animation, entirely devoid of skill or judgment. *e*. Besides his salary from the Board and the school fees, he derives £10 a year from private tuitions. *f*. Unsatisfactory: arithmetic immethodically taught, spelling of most very poor, writing, on the whole, indifferent, and no acquaintance with geography exhibited by the junior pupils. *g*. A mistress, sister to the master, attends to teach needlework, and otherwise assist him in the school, but at the time of my visit she was not paid by the Board.

36. *Ballywilliam*.—*a*. House pretty good; school-room very fair; light good; ventilation tolerably good. Premises unenclosed and no offices. *b*. Scanty; two large maps, some

tablets, a black board. *c.* 1, tolerable; 2, middling; 3, good; 4, very fair. *d.* Not well educated, but interested in his work, and disposed to do his best. *e.* Teacher occupies a house free of rent, and derives about £1 from a night school. *f.* Tolerably satisfactory; geography is pretty well known, grammar is taught to a small extent, and some progress has been made in arithmetic. The reading of the 3rd class was rather indistinct and hesitating. *g.* The school accounts are fairly kept, and the teachings of the General Lesson are familiar to the children.

37. *Lisburnett*.—*a.* House pretty good; school-room tolerable; light good; ventilation fair. Premises enclosed, but no school offices. *b.* Middling; two large maps, no tablets, but a black board. *c.* 1, tolerable; 2, pretty fair; 3, rather noisy; 4, children clean and neat, but book-press and teacher's desk in unbecoming state of confusion. *d.* Mild in manner, intelligent, and instructed, but weak in health, and, therefore, deficient in energy and animation. He seems very kind and gentle in his intercourse with the children. *e.* Teacher acts as preceptor in a neighbouring Presbyterian church, for which he receives £8 a year. *f.* Pretty satisfactory, except that the knowledge of geography is much too limited, and the style of writing lacks ease and freedom. *g.* At the time of my visit the teacher was very unwell, and, consequently, unable to go through the business of examination with his wonted spirit.

38. *Cottown*.—*a.* House substantially built; school-room comfortable and commodious; light good; ventilation also good. Premises enclosed, but, as well as school offices, might be kept with more attention to neatness. *b.* Adequate, and in excellent repair; six large maps, tablets, and a small black board. *c.* 1, tolerable; 2, fair; 3, rather much noise; 4, hands of some of the boys very dirty; girls, however, clean, and school-room neat and clean. *d.* Moderately well informed, systematic and earnest in his work, and very kind and parental in his treatment of his pupils. *e.* He has an allowance of £1 as superintendent of the Sabbath school, and in return for keeping the house and premises in repair, he is permitted to enjoy his residence free of rent. *f.* Satisfactory; reading good; explanation very fair; grammar and geography moderately fair; arithmetic pretty good, and writing from dictation fair. The penmanship rather small and cramped.

39. *Cornacoville*.—*a.* House of neat and pleasing appearance, and well and substantially built; school-room spacious and comfortable; light and ventilation both good. Premises neatly enclosed, and offices in suitable state. *b.* Adequate, and in good repair; four large maps, tablets, no black board. *c.* 1, good; 2, very fair; 3, very good; 4, most satisfactory. *d.* Active, intelligent, well-informed man, and apparently much interested in his work, but wanting, perhaps, in animation. *e.* He derives about £2 from a night school. *f.* Tolerably fair for the circumstances; the reading pretty good, and oral spelling fair, and a beginning made in grammar and geography. The penmanship, however, was very imperfect both in style and execution.

40. *Grinane*.—*a.* House tolerably good; school-room commodious; light good; ventilation good. Offices in a bad state. *b.* Tolerable; one large map; no black board. *c.* In a very low, weak state throughout. *d.* Very weak, feeble person, and of little information, but kind and gentle with the children, and anxious to do what he can. *e.* In a very backward condition; little attempted generally besides reading and spelling, with the addition, in the case of a few, of writing and arithmetic. Grammar and geography wholly unknown. *g.* This teacher has been nineteen years in the service of the Board, and has, therefore, though now far from efficient, some claims to indulgence.

41. *Ballyblack*.—*a.* House tolerable; school-room rather narrow and confined; light good; ventilation pretty fair. Premises unenclosed, and offices much exposed, and in a very unsuitable state. *c.* 1, pretty fair; 2, middling; 3, good; 4, fair. *d.* Desirous, I believe, to do his best, but of no great attainments, and quite mechanical in his method of teaching and examining a class. *e.* Teacher derives £3 a year from a night school. *f.* Unsatisfactory; reading very poor, and grammar and geography almost wholly unknown; very imperfect acquaintance also with arithmetic, and the penmanship of nearly all engaged in writing very indifferent.

42. *Loughbrier (No. 1)*.—*a.* House pretty good; school-room tolerable; light and ventilation good. Premises enclosed, but no school offices. *b.* Pretty fair, but ill arranged; one large map, some tablets, and a black board. *c.* 1, tolerable; 2, middling; 3, tolerable; 4, fair. *d.* Desirous to do his work, but not very well informed, and possessed of little experience in teaching. *e.* Teacher has an endowment of £1 10s. from local sources, and derives about £1 from a night school which he opens during a portion of the year. *f.* Not satisfactory; the reading particularly very imperfect, being both hurried and indistinct. Children too rapidly advanced to the higher classes.

The Commissioners have considered it desirable, that an opportunity should be afforded to the Head Inspectors of stating in their annual Reports their views upon various matters relating to the working of the National System in their respective Districts, and, incidentally, to the subject of elementary education in various parts of Ireland; but the Commissioners wish it to be distinctly understood, that they will not hold themselves responsible for the opinions expressed in the following Reports, nor do they feel called upon to adopt all the suggestions which they contain.

NO. 3.—GENERAL REPORT ON SCHOOLS visited in the Year 1850, by JAMES W. KAVANAGH, Esq., Head-Inspector of National Schools.

GENTLEMEN,—Before proceeding to report on the Schools visited by me last year, I beg leave to lay before the Commissioners a statement of my occupation of time during 1850 :—

	Days.
<i>Special Examination of Male and Female Teachers.</i> —Preparing Questions for the Written and the Oral Examinations, 8 days—Revision of the Written Answers of 613 Teachers, 15 days—Examination and Classification of 687 Teachers, and writing out official returns of the results, 88 days, - - - - -	111
<i>Inspection.</i> —Visited 90 ordinary Schools, 63 days; Writing Reports on same, and general correspondence, 12 days (Saturdays), - - - - -	75
<i>District Model Schools.</i> —Public Examination of the Clonmel Schools, and three Special Examinations of Pupil-Teachers, Candidates, and Pupils, 30 days—Opening Bailieborough District Model Agricultural School, and Drawing up Special Report on same, 10 days—Special Visit to Dunmanway District Model Agricultural School, 3 days, - - - - -	43
<i>General Reports.</i> —Writing three Reports in Appendix to 16th Report of the Commissioners, 25 days—Writing several Special Reports on various subjects referred to me by the Commissioners, 10 days, - - - - -	35
<i>Travelling.</i> —On 21 days travelled long journeys, amounting to 2,002 miles, or 95 miles each day—During the year travelled 3,293 miles, at an average expense to the public of less than 4½d. per mile, - - - - -	21
<i>Conferences.</i> —Engaged in the Education Office with my Colleagues, - - - - -	10
<i>Off Duty.</i> —Sundays and Holidays, 62—Vacation, 6 days—not on duty, 2 days, - - - - -	70
Total, - - - - -	365

Period of Inspection of Schools.—I commenced the inspection of schools early in February, and up to the end of April visited schools in Kerry, Limerick, and Olare. From the beginning of May to the last week in November, the District Model Schools and the Special Examination and Classification of Teachers in the nine districts in my circuit, engaged the chief part of my time; and during December, and up to January 7th of this year, I resumed the Examination of Schools in the County and City of Cork. These two periods are the most unfavorable in the year for visiting schools, as, in addition to the severity of the weather, and the number employed in April in putting in the crops, the Christmas and Easter vacations occurring within these periods considerably diminish the numbers in attendance. The only schools not much affected by these causes are those in the cities of Cork and Limerick, and those in Workhouses.

Number of Schools Visited.—I visited 85 schools, and found 79 of them in operation and 6 closed. Of the latter, two have permanently ceased operation (Nos. 25 and 39, *Tabulated Details*); one was temporarily suspended (No. 68), in another vacation had commenced (No. 7), and in two instances (Nos. 16 and 80) the schools were closed on the day of my visit, the teachers having permission to do so from the Managers. In the 85 schools are included 9 connected with Workhouses, 3 with Gaols, 9 conducted by Nuns, one by Monks, 4 are Infants' Schools, one is an Evening School for adults, one is in connexion with a Mechanics' Institute, and one with an Orphan Institution, the remaining 64 being schools of an ordinary character, with this exception, that two of them have small farms attached, the teachers receiving a grant of £5 per annum each, for the instruction given in agriculture. Excluding the two schools which have ceased operation, the remaining 83 consist of 34 attended by boys, 31 by girls, and 18 by both sexes, including one Infants' School.

School Houses and Repairs.—The 85 schools occupy the whole or portions of 71 houses, 47 of which were erected by local parties, and 24 are public property, the Commissioners having contributed two-thirds of the cost of their erection. Of the latter, four are vested in the Commissioners in their Corporate capacity, and 20 in Local Trustees. Ten of the houses are merely rented for the purpose of a school; eight of them are thatched, and 23 have no out-offices connected with them. The state of repair of the school-houses may be thus classed :—

	Vested Houses.	Not Vested Houses.	Total.
Excellent,	5	7	12
Good,	8	13	21
Medium,	7	12	19
Bad,	4	8	12
Quite unfit as School-Houses,	0	7	7
Total,	24	47	71

In 36 cases there is a playground of some sort, although in 20 instances there is one properly levelled and fitted up; and 50 of the schools

have none of any kind. The majority of the school-buildings, especially those in rural localities, are not properly enclosed, there being only three or four cases in which any attempt has been made to form a little garden or lawn, plant a few trees, maintain a dry, clean, and neat entrance, or give any appearance of warmth, comfort, respect, or public importance to the National Schools. Unfortunately, the moor and the mountain were, in too many cases, the only sites that could be obtained, and the school once built and in operation, mainly through want of means, but too often, from want of taste and of exertion, the former was left without a drain and the latter without a tree; and thus they stand bleak, cold, and cheerless, contrasting forcibly with the compact, sheltered, and comfortable exterior of the Police Barracks. This is an evil of very deep magnitude, and the entire force of which can best be felt by those who have devoted much time and careful observation to the slow and imperceptible rise and formation of the habits of children, and to the influence which circumstances apparently trivial, but acting through a considerable period, never fail to exercise on their permanent character. Instead of the state of things just described, if the schools for the vast majority of the youth of Ireland were built on eligible and central sites, kept in good repair without, and warm within, provided with simple and suitable furniture, approached by a gate through a neatly-kept garden and lawn, within the enclosing wall a small play-ground with its tastefully-kept flower or fruit-borders, and a fringe of trees to form a back-ground for the school, and at the same time afford it shelter—if the future millions of Ireland spend nearly half their waking hours, from 5 to 14 years of age therein, not merely witnessing, but aiding in maintaining this order, cleanliness, and thrift, can any one doubt, all other influences—moral, religious, and intellectual—being at the same time in suitable action, that the manhood of these millions would reflect the training of their childhood? Can any one doubt that the cabin, the cottage, and the farm-stead, would be improved by the morning recruits of their several households returning as evening missionaries, and bringing back the tastes, habits, and aspirations fostered and acquired in institutions in which the poor have reason to confide, and which are not so much removed above their own general circumstances as to exclude the practicability of imitation?

Extent of School Accommodation.—At the rate of six square feet of floor area to each child, the following exhibits the accommodation afforded in 79 schools :—

Schools.	Children.	Average Accommodation.	Actual average Attendance.
34 Boys' Schools, . .	6,837	201	112
28 Girls' " . .	4,572	163	127
17 Mixed " . .	1,935	113	60
79 Schools, . .	13,344	169	107

The actual gross average attendance in the 79 schools for the year ending with the month previous to my visit, having been 8,458 pupils, and the gross accommodation being equal to 13,344, this exhibits a favorable view of the schools in this respect. As the average daily attendance is, in general, an arithmetical mean between one-third and two-thirds of the highest number on the books, this being the range from the least to the greatest number present, it follows that the accommodation should exceed the average attendance by at least one-third; that is, the average attendance being 60, there should be area for at least 80 pupils. Experience shows that in order to afford sufficient effective area, at least 8, instead of 6 square feet of floor should be allowed to each child. Besides the space occupied by the teacher's rostrum (if made in a neat and compact manner, this should not exceed a square yard), and by the book-press, the chief interference with the area is the number of unnecessary desks in the majority of the schools. Desks are requisites for writing only, and their number should be limited to the accommodation of about half the average number of pupils in attendance; that is, 100 average attendance would require $62\frac{1}{2}$ feet (15 inches to each of 50 children) of writing accommodation, or 7 desks of 9 feet each. By this means the pupils would write in two divisions, in such numbers as the teacher or his assistant would be able to superintend, and ample space would be afforded for collective, or class, teaching on the floor. There should be form or bench accommodation for the entire school at the average rate of a foot to each child; the forms to be movable, of graduated heights, 6 inches in width, simply and strongly made, and the feet wide at the bottom, so as to render it difficult to upset them. The length and arrangement of the desks should be regulated with reference to the peculiar circumstances of the school, as dimensions of room, number, ages, and proficiency of pupils, &c.; but it is not desirable that either end of the desk should be attached to a wall, so as to prevent ready access to the teacher and pupils into and through the desks.

Furniture and Fittings.—In 18 of the 85 schools, there were no regular desks on which to write, some of these had tables, several however had so few of them as to render class-writing impossible, and in a few cases the pupils were obliged to write, resting the copies on their knees. In five cases the seats were either borrowed forms collected amongst the neighbouring houses, or were logs of wood stretched on stones; and generally speaking there was such an entire disproportion between the attendance and the furniture in the Workhouse schools, that a very large portion of the children, in the absence of forms, were obliged to sit or squat on the ground. There are 12 of the schools which have no rostrum or teacher's desk wherein to keep the account-books and other official documents; and 15 have no press in which to keep the class-books, whether those gratuitously given for the use of the poor children while in school, or of those brought daily by the pupils. Nearly half the children whom I found present at my inspection were in the First Lesson Book, and although the spelling and reading tablets

are the best form in which it can be taught, there were 21 schools not provided with a set of them. 44, or more than half of the schools, have no black-board from which to give simultaneous instruction to large classes, and 14 have no map of any kind from which to teach Geography. Two-thirds of the schools have no clock, and as a watch is too expensive a luxury for most of the teachers, the hour of opening and of closing the school, the division of time amongst the subjects taught, and the exact time for religious instruction, are all matters of rude guess-work. Four of the 85 schools have a globe, and about five have portions of a set of pictorial charts, illustrations of Natural History, and of the various phenomena which surround us.

Cleanliness, Ventilation, &c.—There are 36 of the 85 schools which have earthen floors; and these, apart from the greater warmth of boards, are rarely kept in good repair, the movement of the children over their uneven surfaces producing a cloud of dust, not merely injurious to the cleanliness of the room, but also to the health of the teacher and pupils. The walls of 10 of the schools have never been plastered, and in these cases no attempt is made to brush or dust them; the schools conducted by the Ladies of the Convents and by Monks, as also the Workhouse schools, are whitewashed half-yearly, but in not more than one-third of the remainder is the rule complied with. Limited as the income and resources of the teachers are, I must state that the great majority of them might more successfully exert themselves to promote cleanliness in their schoolrooms and school premises. Although in few instances are there any local funds set apart for the repairs and decent maintenance of the school, there is no teacher so poor that could not procure the lime and labour to colour its walls at each vacation, and with the aid of the pupils, by the expense of a brush or broom, preserve decency and cleanliness. The schools are all fairly lighted, and the means for ventilation are tolerable. In too many instances, however, the windows are on one side of the house only, and under these circumstances there can be no thorough air. The teachers, generally speaking, do not seem alive to the great importance of good ventilation, and neglecting to fully use such means as are provided for securing it, they act as if they were ignorant (what very few of them are), that besides being indispensably necessary to health, a sufficient supply of pure air promotes cheerfulness of disposition, and is a condition necessary to healthful mental action. In the clean, lightsome, commodious, and well-ventilated schools conducted by the Ladies of the Convents the children are cheerful, self-composed and of quick parts; in the over-crowded, ill-furnished, and badly-ventilated Workhouse schools, the languor, the stolid looks, the absence of homely cheerfulness, and the mental vacuity of those children who have spent many months in them, are most painful to witness.

Supply of Books and School Requisites.—44 of 83 of the schools were not supplied with books, and even in many of the others the supply was insufficient. The articles most needed were those most deficient in supply—Tablet-lessons; Second, Sequel, and Third Lesson Books, slates, pencils, and usual copy-books. The mode of obtaining

books is this: the children bring in the price of the books they want and are able to purchase to the teacher, who has to hold this fund open, and over for months perhaps, before even ten shillings is collected. He then remits this small sum to the Education Office, and in a few weeks the books, forwarded from Dublin, arrive at the depot of the Inspector of the District, and from this the teacher has them brought, very generally carries them himself, to the school, when he distributes them amongst the purchasers. The nearest Post Office which issues money orders is, in many localities in the south-west and west of Ireland, twenty miles from the school, and the District Inspector's residence fifty miles; and to each of these and back, the teacher has to travel in order to obtain his little stock of books, upon the possession and use of which so much of the efficiency of his school, the character of the Inspector's report on it, and the classification and salary awarded to him depend. In many of the schools no books or requisites had been purchased from the National Board for two years previous to my visit, the small triennial grant of Free Stock given for the gratuitous use of the children during school hours being their sole supply. Copy-paper of inferior quality and slates are purchased at high prices in the neighbouring towns, and of these the quantity was insufficient.

Cheap as are the books, &c., sold by the Commissioners, their prices have not yet been reduced to the circumstances of the vast mass of the people, and in no other way could an equal amount of good be effected as through a still further reduction in the prices of all those books, stationery, &c., which are absolutely requisite in the more elementary departments. The following table exhibits the average amount of books, &c., purchased at reduced rates in the year ending January, 1850, for every 100 children on the Rolls of the National Schools in each County in Ireland :—

	Pence.		Pence.		Pence.
1 Antrim,	450	12 Londonderry,	276	23 Leitrim,	210
2 Armagh,	396	13 Tipperary,	270	24 Carlow,	208
3 Wicklow,	388	14 Monaghan,	259	25 Fermanagh,	191
4 Down,	387	15 Queen's,	255	26 Galway,	190
5 Dublin,	372	16 Louth,	243	27 Cavan,	188
6 Tyrone,	315	17 Clare,	230	28 Kerry,	180
*7 Limerick,	300	18 Cork,	220	29 Longford,	172
8 Kildare,	300	19 King's,	219	30 Rosecommon,	160
9 Kilkenny,	289	20 Westmeath,	216	31 Sligo,	150
10 Meath,	277	21 Donegal,	214	32 Mayo,	130
11 Wexford,	277	22 Waterford,	210		

It appears therefore that in Antrim, where the supply was best, the entire average sum expended on books, stationery, &c., by each child attending a National School is only 4½d. per annum; in twenty-four counties it is under three pence; in eight counties under two pence; and in Mayo it is only one penny and three-tenths. The average annual sum expended by each pupil in Ulster was 3½d., in Leinster, 2½d., in Munster,

* The counties in italics are in my province.

130 *Appendix to Seventeenth Report of Commissioners [1850.*

2¹/₁₀d. in Connaught, 1¹/₁₀d., and at an average over all Ireland, 2¹/₁₀ pence. Further, as the cost of large maps, tablets, and such like permanent school requisites is included in the above, these averages, so far as they represent the expenses for each child exclusively, are slightly in excess.

Besides the books issued by the Commissioners, I met with very few others in the schools, and not one of an objectionable character.

Attendance of Pupils.—Of the 79 schools found in operation, I did not record the number present in four cases (Nos. 33, 48, 55 and 56); the remaining 75 had an attendance at my visit as follows :—

Schools.	Boys.	Girls.	Total.	Average to each School.
31 Boys' Schools, . .	3,304	—	3,304	106
28 Girls' „ . .	—	3,412	3,412	122
16 Mixed „ . .	363	389	752	47
75 Schools, . . .	3,667	3,801	7,468	99 ¹ / ₂

The highest number of pupils on the books of the schools for the year ending with the month previous to my visit was :—

Schools.	Boys.	Girls.	Total.	Average to each School.
34 Boys' Schools, . .	6,947	—	6,947	204
30 Girls' „ . .	—	7,361	7,361	245
16 Mixed „ . .	1,212	865	2,077	130
80 Schools, . . .	8,159	8,226	16,385	204

The average daily attendance for the same period was :—

Schools.	Boys.	Girls.	Total.	Average to each School.
34 Boys' Schools, . .	3,789	—	3,816	112
29 Girls' „ . .	—	3,675	3,675	127
16 Mixed „ . .	587	380	967	60
79 Schools, . . .	4,376	4,055	8,438	107

The number on the school rolls at the time of inspection was :—

Schools.	Boys.	Girls.	Total.	Average to each School.
33 Boys' Schools, . .	5,817	—	5,817	176
27 Girls' „ . .	—	5,606	5,606	208
16 Mixed „ . .	901	804	1,705	106
76 Schools, . . .	6,718	6,410	13,128	173

With respect to the average daily attendance, in only 4 cases is it below 30, and in 23 it is over 100 pupils daily; seven, however, of these are workhouse schools, in some of which the average sometimes exceeds 500 daily.

Ages of the Pupils.—Of the 7,468 children present at my visit to the schools, the ages of 7,190 are as follow :—

	Under Seven Years.	Seven, and under Eleven Years.	Eleven, and under Fifteen Years.	Over Fifteen Years.	Total.
Boys—					
In 30 Boys' Schools, .	274	1,094	1,540	247	3,155
In 16 Mixed Schools, .	98	141	103	21	363
Total Boys, .	372	1,235	1,643	268	3,518
Girls—					
In 27 Girls' Schools, .	610	1,080	1,261	332	3,283
In 16 Mixed Schools, .	136	148	98	7	389
Total Girls, .	746	1,228	1,359	339	3,672
Total, .	1,118	2,463	3,002	607	7,190

The numbers of boys and of girls present being very nearly equal, reducing their ages to a common centesimal basis, we find that—

	Under Seven Years.	Seven, and under Eleven Years.	Eleven, and under Fifteen Years.	Fifteen Years and over.	Total.
Of every 100 Boys there were	11	35	46	8	100
Of every 100 Girls there were	21	33	37	9	100

From these returns it would appear, that on an average taken on the 7,190 children whose ages were ascertained, each boy present was $11\frac{1}{2}$, and each girl, $10\frac{1}{2}$ years. Three of the four Infants' Schools being very numerously attended, and by girls only, this decreases the average age of the girls; and I have no doubt, that rather under 11 years may be safely regarded as the average age of both boys and girls. It will be found that in winter the average age of the pupils in attendance is higher, and in spring and summer, but especially in spring, considerably lower.

Statistical Returns—Books of School Accounts.—In October next, the National System will have completed its 20th year, and had we correct statistical returns on several important points connected with the schools and pupils for that period, they would be invaluable for our present and future guidance. For many years the Commissioners used the forms of accounts of the Kildare-place Society's Schools, forms which were quite sufficient as rude records of the numerical attendance, but wholly unsuited to supply detailed information on essential matters in the history of the schools and of the pupils. From time to time the Rolls, Register, and Report-book have been successively improved, and it is now in contemplation to still further extend their utility. Unfortunately, few of the teachers bestow sufficient care on the keeping of these accounts, a small fraction only of the books being filled in *strict* conformity with the instructions. The returns of the numbers in actual daily attendance are entitled to very great reliance; and of those in all the schools visited last year, there were only two whose designed inaccuracy I had reason to believe. It is difficult to obtain the average age at which each child begins to attend school, the age at which he finally leaves, and the average regularity of his attendance during the intermediate period. Not that such cannot at all be obtained, but that where they can, more time must be bestowed on it than we can spare, and even when obtained, the results are no better than approximations to accuracy. The class-books, the training of the teachers, the extent to which elementary instruction should be attempted,—these, and other most important questions mainly hinge on the single one, *what is the amount of effective time spent at an average by each child in a National School?*

In the larger and more important, if not indeed in all, of the National Schools, the many pupils that subsequently advance themselves in life, and more especially those that become National Teachers, should be recorded, and their several histories briefly set forth in a Book specially set apart for the purpose.

Classification of Pupils.—The following table exhibits a Summary of the Classification, and also of the Results of my Examination, of the pupils, at least in the more important subjects :—

SUMMARY OF CLASSIFICATION, &c.

Classification of those present.	Boys.	Girls.	Total.	Proportion to 100 pupils.	Results of Examination.	Boys.	Girls.	Total.	Of every 100 examined.
READING.—									
First Book of Lessons, . . .	1,542	1,676	3,220	44.8	<i>Of these there were—</i> Able to read with accuracy any chapter in Second Lesson Book } Able to read with ease and intelligence the Third and higher Lesson Books. } Total, . . .	494	364	858	30.7
" Second, . . .	900	870	1,770	24.6					
" Sequel to Second, . . .	814	224	588	7.5					
" Third, . . .	459	525	984	18.7		327	304	631	49.2
" Fourth, . . .	245	283	538	7.5					
" Fifth, . . .	48	86	134	1.9					
Total, . . .	3,508	3,671	*7,179	100.0		+821	668	1,489	78.0
GRAMMAR,					Acquainted with the Parts of Speech, . . .	309	247	556	27.1
	1,350	844	2,194	30.5	Able to Parse an easy sentence, . . .	117	148	265	18.0
GEOGRAPHY,					Acquainted with the map of the world, . . .	120	141	261	11.4
	1,596	999	2,594	36.1	Acquainted with the general outlines of the Maps of the Great Divisions, and of Ireland, . . .	32	97	129	5.6
ARITHMETIC,—									
" Simple rules, . . .	775	799	1,574	21.9	Able to enter correctly from dictation numbers to seven places of figures, . . .	136	9	145	8.8
" Compound rules, . . .	251	343	594	8.2	Able to work Subtraction correctly, . . .	247	31	278	12.1
" Proportion and above, . . .	457	135	592	8.1	Able to work Practice correctly, . . .	197	11	118	-
" Mental Arithmetic, . . .	313	247	560	7.8					

SUMMARY OF CLASSIFICATION, &c.—continued.

Classification of those present.	Boys.	Girls.	Total.	Proportion to 100 pupils.	Results of Examination.	Boys.	Girls.	Total.	Of every 100 examined.
WRITING.—									
On slates, . . .	630	647	1,337	18.6	Able to write fairly, Able to write with ease and freedom, . . .	194	94	288	19.0
On paper, . . .	1,213	1,181	2,394	33.8		61	52	113	7.4
From dictation, . . .	—	—	446	6.					
BOOK-KEEPING,	53	—	53	1.5	See detailed report on the schools for results of the answering in these branches,				
MENSURATION,	49	—	49	1.3					
GEOMETRY,	113	—	113	3.0					
ALGEBRA,	53	—	53	1.5					
NAVIGATION,	2	—	2	.0					
MUSIC,	92	—	92	2.5					
FEMALE INDUSTRY.									
Sewing, . . .	—	1,622	1,622	44.1	See detailed reports on the several schools for the proficiency in these branches.				
Knitting, . . .	—	1,379	1,379	37.5					
Fancy-work, . . .	—	300	300	8.1					
Cutting-out, . . .	—	341	341	9.2					

* To this total must be added 164 present in schools Nos. 26 and 81, and 94 of those present in School No. 38, in order to make up the total number found present in the 76 schools.

+ Of the 7,179 children whose classification is given, only 6,395 were fully examined in reading, the remaining 784 consisted of 276 boys, and 508 girls; and their classification, First Book, 309; Second, 219; Sequel, 66; Third Book, 106; Fourth Book, 79; and Fifth Book, 5—see *Tabulated Details of Schools*, Nos. 9, 16, 17, 23, 38, 50, 59, 67 and 79, and also the reports on same. These remarks apply, to some extent, to the subjects of *grammar, &c.* Of 1,461 children examined in Third or higher Books, 631 only, or 43.2 per cent., were able to read these books with ease and intelligence; the remaining 830 were examined with 2,023 others in Second Book, and of these 2,853, there were 868 only, or 29.8 per cent., able to read it with accuracy.

The Classification, as above presented, exhibits the schools in rather too unfavorable a light, as it would appear therefrom that nearly half the pupils (45 per cent.) are Spelling and Reading words of one syllable only, and that less than one-fourth (23 per cent.) are in the Third or higher Lesson Books. This arises chiefly from the very elementary character of the numerous attended Workhouse Schools which I visited, but the derangement therefrom does not affect the proportions more than a few per cent. in each class.

Reading.—The pronunciation of the children in the South and West of Ireland is strongly affected by the almost general use of the Irish language. Once you enter Waterford and the south of Tipperary you hear it in the market, in the field, in the chapel. At home the children, except in the towns, rarely speak any English; and even in such cities and towns as Waterford, Clonmel, Cork, Tralee, Cashel, &c., the Catholic clergy use it on Sundays as the medium of instruction for such of the congregation as are only partially acquainted with English. In large rural districts in Waterford, Cork, Kerry, Clare, and Galway, English is called "*the new tongue*," and correctly so; inasmuch as it describes the people's general, indeed almost total, ignorance of it. Considerable villages in the west of Kerry did not contain even one person, young or old, to understand, much less to converse with me in English; and, in most of the rural schools in the South and West of Ireland, the teachers are obliged to translate the English names of the most familiar objects into Irish, in order to convey any instruction to the children. They think in Irish, pray in Irish, and traffic in Irish; and, when able and obliged to use "*the new tongue*," the peculiar idioms and beautiful metaphors of the ancient Celtic, so foreign to the Saxon, are evident even in the rude and idle attempts to translate them into English. Four causes, all differing in kind and degree, are now at work to spread the English language and restrict the native tongue in those districts :—

1st. *The National Schools.* These secure the capability of all their pupils not only to speak, read, and write English, but also place in their hands cheap and interesting school-books, whose matter and language will gradually become as "household words."

2nd. *The Workhouses.* Built in the principal towns, superintended by officers of some education, containing schools for the young, and over a million of the destitute commingling in passing and re-passing through them during the year, the Workhouses form an efficient, though lamentable, mode of spreading the English language—a mode to which the continued poverty gives increased effectiveness, by prolonging the period of residence of the inmates within them.

3rd. *Facilities for Travelling.* The spread of railways towards, and into, the Irish-speaking districts, the cheap and extended means of travelling by, and to, the railways, and the increased intercourse thus consequent, tend to cause the disuse of the native tongue.

4th. *Religious Instruction.* As it is in the National Schools, and from the National Teachers, the great majority of the Roman Catholics are taught in English.

Catholic children learn, under the direction of their clergy, the outlines of religious knowledge, the prayers and catechetical exercises heretofore taught in Irish are now learned in English; and further, as very many of the younger clergymen do not practise speaking Irish, it will, from both causes conjointly, gradually cease as a medium for the religious instruction of the rising generation.

The partial use of the native tongue as a *living* language may gratify our pride, and recal pleasing associations in the history of our ancient nation; agencies are, however, in active operation which have already laid the axe to its extirpation, and the substitution of English in its stead will henceforth be a measure, though far from being a main cause, of an improved civilization and higher social condition in the South and West of Ireland.

Of the 7,179 children whose classification is given in the table, 6,395 of these were fully examined in Reading and Spelling. Of 1,461 in the Third or higher Lesson Books, 631, or 43 per cent., read with ease and intelligence. Except in the large towns, or in schools conducted by the Ladies of the Convents, the pronunciation of the children was hardly ever free from the greater number of the vulgarisms and inaccuracies noticed below;* and even in a very large number of the teachers similar defects may be observed. Where the subject matter was well understood, and where the enunciation of the pupils was clear and distinct, the pronunciation, though erroneous, did not materially impair the general style of the reading, so far as ease and intelligence were concerned, and this description applies to a large fraction of the 43 per cent. above mentioned. The 830, or 57 per cent. of the pupils in, or beyond, the Third Book, but who were unfit to read it satisfactorily, were again examined along with the 2,023 learning the Second Lesson Book or the Sequel to it. Of these 2,853 children, 858, or 30 per cent., read a narrative from the Second Book with fair accuracy, and showing apprehension of the subject. It appears, therefore, that of 3,484 pupils in, or

* The following are types of a few of the chief peculiarities in the erroneous pronunciation observed in the south and south-west of Ireland:—

- a* as *o* in shall (sholl), as (oz), &c., &c.
- e* as *i* in ten (tin), pen (pin).
- ε* as *u* in never (nurvver).
- o* as *a* in over (äver), Cork (Kärk).
- u* in mug (as *u* in full).
- w* in who (fhoo), what (fwhat).
- au* as *a* in pause (päze), clause (cläze).
- ea* as *a* in tea (tay), clean (clane).
- oi, oy* as *i* in point (pint), toil (tile), boy (by).
- ch* as *sh* in chief (shief), child (shild).
- ce* as *sh* in nice (nish).
- sc, sh, sm, sn, sp, &c.*, *h* is aspirated after *s* as shkrame, shlime, shnail, shpake.
- t*, as in the case of *s*, tree (three), true (thruë).
- th* as *d* in this (dis), that, then.
- v* as *w* in voice (woysh), divided (dewided).

In general the vowel sounds are shut and close, where they should be full and open.

beyond, the Second Lesson Book, only 1,489, or 42 per cent. can read it correctly; although over 55 per cent. of the total number were returned by the teachers as reading the higher books. This exhibits a classification so highly injudicious that no amount of skill or industry on the part of the teachers could enable the pupils to make reasonable progress under it; and, in the majority of the schools visited, I was obliged to recommend that an entire re-adjustment of the classification should be made. I shall hereafter again advert to this subject.

In addition to the full and entire comprehension of the meaning of the words and of the subject matter of the lesson, to read well requires skill and care on the part of the teacher, and time and much practice on the part of the pupil. Whenever I found a teacher who could read well or fairly, but whose pupils read badly, it invariably happened that the classification of the children was too high, and that while the master laboured, perhaps, to influence the reading in the senior classes, he wholly neglected it in the junior. In the Second Book of Lessons, the children should not be removed from any chapter until they have fully mastered the meaning of the words, and can answer satisfactorily on the subject; until not only all struggling and difficulty to pronounce single words is past, but that by patient and careful practice, the pupil can easily combine these into groups and clauses, and at last impart the fluency of a simple narrative to the entire. To effect this may require two or three days, and in some cases perhaps a week; at the end the child will have learned something thoroughly, and at each succeeding stage his progress will be proportionably quicker. Each teacher should note down and tabulate all the words liable to be mispronounced,* especially those inaccuracies peculiar to the locality in which he lives; frequently these should be exhibited on the black board, so as to form a lesson for the entire school; but, above all, he should so practise to avoid them as to *habituate* himself to a correct pronunciation. In addition to clear and distinct enunciation and accurate pronunciation, the proper pitch and intensity of the voice deserve much attention. In large and crowded schools, where a hundred children in ten classes, or monitorial circles, may be engaged in reading at the same time, it is difficult, if not altogether impossible, to maintain a natural key, or to repress, to any great degree, the tendency to a high, loud, strained, and distressing tone of voice. The remedies are a better organization of the school, absolute silence except from those reading, the constant checking of any but a clear, *colloquial*, and natural tone of voice, adapting its loudness as nearly as possible to the extent of the class, and the judi-

* See Dr. Sullivan's Dictionary, Principles (No. 92) of Pronunciation.

† There are not a few who assign as a reason for their adoption of a certain unnatural tone and measured cadence, that it is necessary, in order to be heard by a large number. But the high such an artificial tone and intonation will often appear to produce a loudness (which is the circumstance probably deceives such persons), *but a natural voice and delivery, provided that it is*

cious use of a class-room (where there is such) for special reading lessons, given by the teacher to each large division of the school. Another practice particularly detrimental to good reading, and which prevails in nearly all the schools, is that of having the children to read the lesson at the rate of a single sentence each. This is not only allowable but necessary in the First, and in a portion of the Second Book, where the pupils are merely struggling to master the elementary lessons; but to continue it much further is not merely injudicious, but is calculated to exclude all success in reading with ease, fluency, or expression.

As soon as the children have made fair proficiency in the Third Lesson Book, the simpler portions of the Selections from the British Poets, and of the Literary Class Book, might be made the subject of a lesson two or three times in each week.

Subjects in the Lesson Books.—The answering in the subject matter of the Class Books was very far from satisfactory. Until the teachers commence to train the pupils to habits of observation on the familiar objects of every-day life, natural and social, with which they are surrounded, there is no hope that the books will be resorted to for further information. The rural schools have lying round them in profusion most of the materials from which a resourceful and intellectual teacher would draw instruction—the soil, its composition, exhaustion, and renovation; the crops, with their several immediate uses and ultimate products; the various phenomena and industrial arts connected with agriculture; the physical contour of the vicinity, and the relations of its hills and valleys, rivers and lakes, bogs and drainage to the rest of the country; the seasons; animals and plants, their structure, varieties, and food, with their uses, dead and living; the sea-coast, with the varied wonders which it suggests; collieries, mines, rocks, and quarries; rivers, canals, mills; modes of life and occupations; food, clothing, health, and habitations; rents, wages, taxes, and their several objects, protection, government; rise of towns and their peculiar social life; mutual dependence of neighbours, of town and country; of nations; commerce; history. Similarly, the schools in towns, inland and seaport, possess their own special objects and subjects, to all of which the attention and observation of the pupils should successively be drawn—situation of the town; sewerage and drainage; navigation, modes of conveyance, exports and imports, nautical life; division of labour in towns; unskilled labour, trades and professions; mental labour; raw materials and their sources; manufactured products, their several stages and objects; machinery; rich and poor; accumulated profits, capital, employer and employed, strikes; local institutions for health, justice, instruction, amusement, charity, reli-

be clear, though it be less laboured, and may even seem low to those who are at hand, will be distinctly heard at a much greater distance. The requisite degree of loudness will be best obtained conformably with the principles here inculcated, not by thinking about the voice, but by *looking at the most distant* of the hearers, and addressing one's self especially to him. The voice rises *spontaneously* when we are speaking to a hearer who is not very near.—*Whately's Rhetoric.*

gion; fluctuations in the prices of food, letting and hiring, buying and selling; government of towns and cities. Even in the lowest classes a skilful and clever teacher might present any one of the subjects or heads above referred to, so as to make its elements first interesting as a topic for conversation, then curious as a matter for observation and reflection, and inquiry being fully enlisted, it at last becomes the subject not merely of instruction, but also of education and mental discipline. It is thus, by leading the pupils from the known and familiar to the unknown and remote, that they will be induced to read the Lesson Books with interest and profit with a view to increase their acquaintance with the subjects treated of in them, and the elements of which they had acquired, not in formal lessons, but in homely and half-gossiping conversations with the teacher. Zoology and Scripture History are the two subjects in which the pupils have made most proficiency, and a very considerable portion of them are acquainted with the outlines of Sacred History from the Creation to the death of Moses.

Spelling.—In only 18 of the 75 schools, and to only 446 of the 7,179 pupils, or 6 per cent., is spelling taught through means of writing from dictation. The Spelling-Book Superseded is used in very many of the schools, but in none skilfully or in the manner designed. Rarely in the Girls', and in very few instances in the Boys', schools were the children able to answer in the prefixes and affixes, and not more than one in 100 of the boys showed any knowledge of the more ordinary roots of words. Spelling is taught orally only, and chiefly from the ordinary lesson; considering this, the answering of the pupils was not bad.

Grammar.—In 9 of the 75 schools Grammar was not taught; in some of these instances the teachers were not sufficiently acquainted with it themselves. There were 2194, or 30 per cent. of all present, returned as learning Grammar, in some stage or other; but the proportion of girls to boys was nearly 25 per cent. greater in favor of the latter. The trained and better instructed teachers begin to teach a few of the simpler and more important parts of speech—as the noun, adjective, verb, &c.—to the Second Class; this knowledge is gradually increased as the pupils advance; and before the children enter the Third Class, or have a text-book on Grammar put into their hands, they are able not only to distinguish all the parts of speech, but are familiar with their more simple inflections. In 19 of 64 schools examined on Grammar, there was no child present able to point out the Parts of Speech; of these 4 were Boys', 10 Girls', and 5 were Mixed schools; and in these the teachers returned 191 pupils as learning Grammar. In 30 of the 64 there was no one present able to Parse an easy sentence. Of 2,052 children examined on Grammar, 821, or 40 per cent., were able to distinguish the Parts of Speech; and these include 265, or 13 per cent. of the whole, who were able to Parse a sentence. The answering of the girls in Grammar, relative number considered, was much better than that of the boys.

The teachers would find the black-board, where they have

great use in teaching Grammar, whether in its elementary or advanced departments. The practice of dictation even in the junior classes will also be found effectual—the pupils using slates and making lists of kindred objects; kindred, or opposite, qualities in objects; kindred, or opposite actions; kindred or opposite qualities in actions, &c.—proceeding thus gradually on to the inflections of the parts of speech, and thence to the structure and syntax of easy sentences.

Geography.—2,594, or 36 per cent. of all present, were returned as learning Geography, there being only 7 schools in which it was not reported as taught. Fourteen, or one-sixth, of the schools had no Map; and in these cases, of course, no proficiency in Geography could be expected. In 26 of 62 schools examined, there was no one present acquainted with the general outlines of the Map of the World; of these 7 were Boys', 14 Girls', and 5 were Mixed Schools; and they contained 359 pupils returned as learning Geography. Of the entire number learning this branch and examined by me, 390, or 17 per cent. answered satisfactorily on the Map of the World, including 6 per cent. who, in addition, showed a general knowledge of the Maps of Europe and Ireland, and some acquaintance with the elements of mathematical Geography. This exhibits anything but a gratifying result in this important branch, an intimate acquaintance with which is so necessary in order to render intelligible most of the subjects treated of in the Lesson Books. The want of Maps in so many of the schools is a great evil; in almost all those cases, however, the teachers are hardly competent to use them if they had them supplied. In this subject, as in Grammar, the answering of the girls was considerably better than that of the boys.

Arithmetic.—This is one of the branches that every one keeping a school teaches, or pretends to teach; and of the entire number of scholars present, 2,760, or over 38 per cent. were engaged learning it. Connected, as I have been, with the National Schools from the time of their first establishment in 1831, and having inspected schools in 19 of the 32 counties of Ireland, I confess, even with this experience, I could scarcely anticipate such great and general unskilfulness in teaching Arithmetic as my examination of the schools visited last year revealed. Of those examined in 61 schools, there were learning the simple rules, 948; the compound rules, 268; proportion and beyond it, 419; total, 1,635. All in the three grades in each school were examined together in one large class in Notation, and, in the aggregate of all the schools, only 145, or less than nine per cent., were able to enter from dictation a number requiring not more than seven places of figures; of the boys, 1 in 9, and of the girls, 1 in 44 only, were correct. The same number had a question in Simple Subtraction set before them to be copied (not from dictation), and 278 only, or 17 per cent. worked it correctly; that is, 1 in 5 of the boys, and 1 in 13 of the girls. In the more complex and advanced rule of Practice, there were (of those in or beyond Proportion) 1 in $3\frac{1}{2}$ of the boys, and one in $4\frac{1}{2}$ of the girls, who were able to solve questions accurately.

The main cause of the inefficiency with which this branch is taught is, that it is regarded by the teachers merely as a mechanical art of arranging figures so as to produce a desired result. Few of the teachers ever require the pupils to account for the processes employed, nor do they seem aware that Arithmetic affords as suitable a field for the exercise of the reasoning powers as Geometry or any of the other branches of pure Mathematics. I have drawn up (chiefly from the *Treatise on Arithmetic* published by me) some *practical* hints and suggestions (Appendix A.) which, if acted on by the teachers will, I hope, soon improve their mode of teaching this important subject, and enable us to report more favorably of the proficiency of the pupils.

Writing.—The teachers have more valid apologies to offer in extenuation of the general inefficiency of this branch than in respect of any other. Frequently there are no desks, and in scarcely any case are they of graduated heights suited to the different ages of the children. The supply of slates, pencils, copies, quills, and ink, was in the majority of the schools entirely insufficient; and in only a very small number did I find sets of engraved head, or copy lines, to set before the children. Now that the Commissioners are about to adopt copy-lines of very excellent style of penmanship, I beg to recommend that they should be mounted on pasteboard, as in the Model Schools, and in that form supplied to the schools at a cheap rate. All the children, even the youngest, should write; commencing, of course, on slates. If a two-fold division of the school (see Appendix A.) be adopted, each division would write at different times, and always under the *immediate* direction and instruction of the teacher or of the assistant (whether paid or unpaid). At present the children write singly, and at various hours, and even if in a class, the teacher rarely looks after them. In a well-organized school, properly furnished and provided with stationery, a few minutes before the hour for writing a monitor brings the copies, copy-lines, pens, &c., from the Book-press, arranges them on the desks, and in a minute or two from the time the pupils are seated, has everything ready that they may require. The teacher addresses, if necessary, general directions or cautions to the pupils as to their posture, method of holding the pen, special defects noticed in their style (using the Black-board to illustrate his remarks), and then directs them to proceed. During the writing lesson he passes from child to child, correcting in detail such defects in penmanship, orthography, attitude, &c., as may call for interference; and at the conclusion of the lesson he inspects the copies of the whole class, bringing forward for commendation or for censure such as may exhibit excellence and attention, or inferiority arising from neglect. The copies, &c., are then collected and laid by; and a similar discipline and active superintendence are exercised over those writing on slates, those engaged in spelling from dictation, and those learning Book-Keeping. An ordinary writing lesson; and here suggested, would produce such an hour will be found sufficient for excellent penmanship in less than a year.

It is of the first importance that the copies be kept scrupulously neat, and free from scribbling, and these habits will at last become confirmed in the pupil, and accompany him through life.

One-third, or 2,394, of the pupils write on paper; and of these about 26 per cent. write fairly, including 7 per cent. whose style of penmanship is superior.

Extra Branches—Singing.—In none of the schools did I find any proficiency made in singing; it was professed to be taught in a few only, but no progress had been made. I would recommend that when a trained teacher gets a certificate of competency to teach singing, and introduces it, with the approbation of the manager, into his school as a branch of instruction, he shall, on the favorable report of the Inspector, be entitled to a *gratuity* of £2 per annum. Apart from its efficacy as a source of moral gratification, and as a vehicle for elevated and noble sentiment, the discipline of a school is improved, and a good style of reading more easily attained where singing is a portion of the instruction. *Book-keeping.*—I found only 53 boys, or 3 in 200, learning it; few of these had advanced beyond the mere elements, and the subject was very unskillfully taught, with the exception of one or two schools. As soon as the boys have gone over commercial arithmetic, they should at once enter on book-keeping; the practical exercises might be done as a portion of the writing lesson of the senior division. One or two lessons in the week on the principles, would, in a month or two, enable any smart boy to keep a set of books. *Mensuration.*—Not quite 3 in every 200 boys were learning this most useful part of mathematics. The answering of a few was very good; but the great general defect was *rules by rote* merely, ignorance of their principles, and inability to frame a rule, should that learned slip from their memory. In only two or three schools did I meet with a scale or a pair of compasses, and *practical or constructive* geometry is not taught in any of them. This is a very great omission. I should like to see geometry and mensuration taught to *large* classes in every school by means of ruler and compasses as a branch of experimental physics; and even the very youngest should get *lessons on form*. Instead of superseding the logic of geometry, as at present taught, this course would draw thousands to it who otherwise would never learn it. *Geometry.*—Three in 100 of the boys were learning Euclid; about 50 knew the 1st Book. It is inefficiently taught owing in some measure to want of black boards.* *Algebra.*—Three in 200 were learning Algebra; the great majority were in the elementary rules and simple equations; 10 were able to work a quadratic equation. In one school two boys had commenced *Navigation*.

* From Pott's *School Euclid* (3rd. Ed. 1850, price 4s. 6d., Parker, West Strand, London) the teachers will derive invaluable hints towards an improved and thorough method of teaching Geometry. They will perceive that the mode of examination therein adopted is precisely similar to that practised by me in examining themselves, not only in Euclid, but also in Arithmetic, Algebra, &c., since 1848.

Female Industry.—In 14 mixed schools attended by girls there is no workmistress; in all the girls' schools, except those for infants, and in a few of the mixed schools, needle-work, &c., are taught. Forty-four per cent. of all the girls found present were returned as able to *sew*, 37 per cent. to *knit*, 8 per cent. at *fancy-work*, and 9 per cent. as able to *cut out* simple garments. These proportions are pretty satisfactory; they very far exceed, however, the numbers that I found either engaged in work, or having work to do, in the schools. The only schools in which I found these branches of female industry fully and efficiently carried on were those conducted by the Nuns, and in the excellent school of Clonakilty; to the detailed report (No. 38) on the latter I beg leave to refer. The difficulty of procuring materials on which to teach the children to work, is the great obstacle of which complaint is generally made. In the girls' schools connected with the Cork and Limerick workhouses there is a good deal of plain coarse work done; chiefly making the garments required for the female inmates.

Sewed Muslin.—As a means of remunerative employment for young females, this branch of industry has lately engaged a large share of public attention. For some years past the number of young girls in Ulster deriving entire or partial support from sewed muslin work, has been steadily increasing. Belfast being the centre, and the adjoining counties the chief seats of these operations, temporary Sewing-Schools were got up in several of the small towns, either by benevolent parties in each locality or by the agent to the Belfast firm; the young girls attended until a number of them were deemed sufficiently instructed to be able to proceed without the further direction of a teacher; and these, dispersed through the neighbourhood, spread the knowledge they had acquired amongst their sisters and families. Agents settled, or were selected, in the various towns and villages; they received the stamped muslin and sewing cotton, gave them out to the workers, took back the embroidered pieces when finished, and paid for them in proportion to the quality of the execution. In some instances the embroidery was engrafted on the existing literary schools; in many cases the knowledge of it was communicated to an entire locality by a few girls who had themselves gone to a distant school to learn it; frequently the agent's wife gave instruction to the young workers, and through all these means a knowledge of it rapidly spread over the north of Ireland. Wherever they may have learned, they executed their work *at home*; and all the young girls of the family not required in household or other duties, generally took a portion of it. Encouraged by the very flattering reports of its success in the north of Ireland, and deeming it a suitable branch of industry for the vast numbers of unemployed female poor in the South and West, the suffering condition of whose families it might tend to ameliorate, the Clergy of all denominations, the Boards of Guardians, and several benevolent ladies, including those of many of the Convents, all turned

their attention to it; and most of them regarding the National Schools as the best channel for its introduction, various proposals were made to the Commissioners on the subject. After due consideration the Board determined that, *as an experiment*, they would procure qualified teachers, and defraying their travelling expenses, and allowing them a small salary at the rate of £20 each, send them to a few of the best circumstanced and most desirable towns in which to introduce the embroidery, and from which applications had come from the local parties. Up to the close of last year there had been only a few such grants made; there are at this date, however, numerous applications for similar aid under consideration.

In addition to the Clonakilty School, and the Convent Schools, I visited the Sewed-Muslin or Embroidery Schools in Galway, the Cork Workhouse, and that recently established by the Cork and Munster Traders' Association. From the earliest age the female children should be trained in habits of order, cleanliness, thrift, and tidiness, and the moment they are able they should commence the various forms of ordinary sewing, knitting, repair and economy of dress, &c.; but experience shows that our schools are so delicately sensitive to the introduction of *any* element at all foreign to their *main* object, that I could not regard, without some feeling of apprehension, the *general* adoption in them of any system of traffic, however benevolent its end, or practically useful its object. In Thurles, in Middleton, in Kinsale, in St. Mary's, Limerick, the Industrial School is the natural growth of the efficiency of the ordinary and general branches of work carried on in the National School adjoining; there is a distinct room in which the industrial department is conducted; the large number of ladies in the community affords an ample, efficient, and devoted staff of teachers; an active correspondence is maintained with respectable parties, and the individual and religious influences of not merely the community, but also of the Clergy and people of the locality, are earnestly exerted to procure a market for the work done. In Innistogue, Lady Louisa Tighe devotes several hours a day to the instruction, industrial and literary, of the girls attending her Ladyship's excellent school; and in Clonakilty, Mrs. Donovan has spent very large sums, and has given her entire life to the establishment and efficient maintenance of that invaluable institution. In none of these is the literary instruction of those engaged in work neglected; in none of these is the ordinary school deranged or impaired. I would therefore most respectfully submit the following recommendations in connexion with Schools for Female Industry:—

1st. That the cheapest and most efficient means of widely and permanently introducing this embroidery, or any such work, is by instructing in it each class of teachers in the Female Training Department, Dublin, and the assistants and pupils in the female department of the several District Model Schools.

2nd. That before a grant is made for an Industrial Department attached

to any Girls' School, there shall be required a suitable room distinct from the ordinary school-room, fully furnished with work-tables, forms, and a press, and affording accommodation for the attendance; that there shall be on the Industrial Roll at least 40 girls, none of them under 10 years of age; and that those under 15 years of age, and unable to read, write, and perform simple calculations, shall attend the literary school from one to three hours each day, according to their several degrees of proficiency.

3rd. That there shall be either a qualified workmistress *employed exclusively as such* for four hours each day; or in case of the literary teacher being also charged with the industrial instruction, that there shall be a competent assistant literary-teacher in the school.

4th. That a full, detailed, and accurate account be kept not only of the attendance, &c., of the pupils in the Industrial department, but also of the receipts and expenditure connected with materials, sales, &c.; and that a promise be given that each girl shall be paid, without any deduction, the profit arising from her own work.

5th. That the National Schools connected with Convents are specially suited to have attached to each of them an Industrial department.

6th. That the amount of grant to each school should be not less than £25, and should increase with the numbers under instruction, and the general efficiency with which it is conducted.

Organization and Classification.—The organization of the school, including the arrangement of the furniture, the judicious division of time amongst the several subjects taught, the adoption of a suitable discipline, and many other points of detail, forms one of the chief tests of a resourceful and skilful teacher. It is that point, however, in which they are pre-eminently least qualified, and in which they exhibit least reflection or discrimination. Frequently have I found good and respectable scholarship, and rather an intellectual and animated method of teaching, rendered almost ineffectual, in consequence of the unskilful arrangements under which both were exerted. The shifting of the desks would often afford room for the classes and improve the order and discipline, and a slight change, perhaps, in the Time Table, would enable the master to render his *own* lessons available for twice the amount of time, in twice the number of subjects, and to twice the number of pupils. The Time Table is to him what the plan of a two, three, or four, &c., crop-shift is to the farmer or the gardener; and as the skilful agriculturist carefully studies the extent and situation of his farm; his capital to till, stock, and crop it; the nature of the soil; the manures, and the markets available, before he determines the one; so a skilful teacher should similarly consider the numbers in, and the regularity of their, attendance; the age at which the pupils enter and leave school; their future destination; the number of school hours; the help he has by an assistant, or by a paid, or unpaid, monitor; the area, furniture, and fittings of the school; and many other circumstances.

before he determines upon the Time Table. In the Appendix (B) will be found a few examples of simple and practical Time Tables suitable for schools of various kinds; the teachers are referred to them that, with their aid, they may be able to modify some of them so as to suit their schools. An examination of the *Tabulated Particulars* or of the *Detailed Notes*, regarding the schools, will show how extremely imperfect is the classification of the children in almost all of them. It is forgotten that, in addition to a style of reading which in the lower books shall possess ease and fluency, and in the higher some degree of expression, the classification should refer to, and include, as a basis, not only the complete apprehension of the subject-matter of each Lesson Book, but also a proficiency in Grammar, Geography, Writing, and Arithmetic, proportionate to the rank of the Reading class.

Method of Teaching.—The Detailed Notes exhibit the character of each school under this important head. The chief want of skill is shown in the method of teaching the junior classes, and in presenting the first elements of the several subjects to the minds of the children. In these, and, indeed, in most respects, the trained teachers are much better qualified than those untrained; in all, however, there is great room for improvement. By diligent study of the subjects to be taught, and careful preparation beforehand of each special lesson, by close observation of the causes which in each individual child impede his acquisition of knowledge, but above all, by abandoning all merely *mechanical* or *routine* forms, whether of instruction or of examination, the teachers will gradually come in contact with the *understanding* of their pupils, and impart to them not only knowledge but education. The teaching power or staff is quite insufficient in the great majority of the schools; a recent regulation of the Commissioners will, however, help to remedy, to some extent, this disadvantage, by granting salary to a second, or assistant, teacher, when the average daily attendance amounts to 75 pupils. It would, in addition, be most desirable that, in every school of 40 children, there should be a paid monitor. Those teachers who had served as paid monitors or as assistants, and even those who had merely been pupils, in National Schools, showed a decided superiority in skill, method, and energy, over the others; and, apart from its direct and immediate utility, this affords a very strong argument for increasing considerably the number of the paid monitors.

Teachers.—Salaries, &c.—The food, clothing, domestic comfort, and social position which the limited salaries of the teachers command, can easily be imagined; and I beg to assure the Commissioners, from actual personal inspection of the interior and exterior of several of the houses or cabins in which the teachers reside, that in portions of Kerry and Cork they are utterly deficient in the decencies, apart from the comforts, of human habitations. If the condition of the teachers has been improved so far as the Board is concerned, it has gradually become worse so far as the public is

concerned; and in no class in the community has the awfully memorable period since 1845, fallen more heavily than on the National Teachers, especially those in the distressed districts of Munster and Connaught. Where education is most needed, there it is least desired, and there is least ability to pay for it; and hence from the difficulty of inducing classed or competent teachers to accept, or such as are already there to retain, the charge of unendowed schools, the managers are compelled to appoint, and we to tolerate, persons as teachers, who are eminently unqualified and unsuited for such an office. Numbers of the best of our teachers have obtained situations in England, many have emigrated to America, and want of means alone prevents hundreds of others from doing likewise. Were the Commissioners to grant £5, as a sort of *rate in aid*, to each school having no local endowment, and the fees in which are under £3, it would quickly improve the means of education in the poorer districts, and enable us to *insist* on higher qualifications in the teachers, and improved efficiency in the schools. I am fully aware of the very serious objections to such a measure, and of the many abuses to which it would be liable, and yet without some such *special* assistance, both in books and in salary, little improvement can be expected.

Convent Schools.—There are 44 schools in my circuit, conducted by the Ladies of Convents, and five others are intended to be erected or opened shortly. In the Appendix (C) will be found the names of the several schools, the counties in which they are situated, the date of connexion with the Board, and the designation of the religious order to which each community belongs. The steadily increasing number of such schools from year to year, exhibits in the strongest manner the confidence of the Catholic clergy in the ample opportunity afforded under the National System for the fullest religious instruction; and the superior advantages, literary, moral, and religious, which the pupils in those schools enjoy, arise solely from a marked superiority in the zeal and qualifications of the teachers, and not, as some improperly suppose, from any peculiar or modified form of the National System, specially framed or relaxed for those institutions. The schools are open to all who choose to attend them; the hours for religious instruction are notified on the time table, or are otherwise advertised, and the rules of the Board on the score of avoiding, directly or indirectly, all *compulsion* in matters of religion are faithfully, and, as I believe, *conscientiously* observed. To any one who understands the principles and regulations of the National System, it must be clear that it is open to any manager of a school, no matter what his creed, to render the school as efficient as possible in affording opportunities for imparting religious instruction, provided always that *parental right* be fully and honestly respected.

Last year I visited 15 of the
the Tabulated Particulars and D

14 Convent National Schools, and in
tailed Notes, the examination of 9 of

these will be found. Of the 6 schools in my circuit, conducted by monks, I visited four in 1850—Killarney, Great George's-street, Cork, and the South Monastery, Cork. These three are conducted by monks of the Presentation Order—the fourth school is in Galway, and is conducted by the Brothers of St. Patrick; and the fifth, or the only one not visited last year, is that at Ennistymon, conducted by the Christian Brothers.

All these schools, Male and Female, are effecting incalculable good; not merely so far as they impart excellent elementary instruction to the children, but, above all, in the moral and religious education obtained in them. Of the 9 National Schools for Females in the City of Limerick, 8 of them are taught by Nuns; of the four in Galway, three are taught by Nuns; the three in Thurles are taught by Nuns; and in the boroughs of Bandon, Kinsale, Mallow, Youghal, Tralee, and Cashel, as well as in 13 other large towns, the *only* National Schools for Girls are under their management. In my Report for 1849, on the Examination of the Female Teachers, I gave some account of the importance of the Convent Schools, in training up suitable teachers from amongst their pupils; I now beg leave to refer to the Detailed Notes for a report on the eight schools in Limerick. These schools have called forth the warmest eulogiums, not only from Roman Catholics who, it might be expected, would look favorably on them, but from distinguished visitors of every persuasion, and the following observation, made in one of their Report Books (Sexton-street) by his Lordship, the Protestant Bishop of Limerick, shows the opinion entertained of them by that truly liberal and much-respected Prelate:—

"I have this day visited this school, and have great pleasure in recording my complete approbation."

"The order, attention, cleanliness, and proficiency of the children reflect the highest credit on its Manager and Superintendents; and it cannot fail to impart the greatest advantage to the community at large."

(Signed)

WM. LIMERICK.

Jan. 18th, 1850.

In truth, no right-minded person who is thoroughly conversant with the moral and material condition of the poor in large towns, can fail to be struck with the deep importance of these institutions; and, contrasted with the filth, wretchedness, and vice, that too generally surround them, their moral verdure appears the more grateful to the eye of philanthropy, from the dreary deserts through which it must be approached.

The annual grant of salary from the Commissioners to the Convent

Schools has now received a further and liberal augmentation, founded on a sliding scale of numbers in average attendance, thus—

For each 100 pupils not exceeding 300,	£20	0	0
„ „ from 300 to 500,	17	10	0
„ „ exceeding 500,	15	0	0

Under this scale the grant to a school with an annual average attendance of 400 pupils would be £77 10s., and with 600 pupils, £110 per annum. This additional proof of the estimation in which the Commissioners hold the Convent Schools will, I have no doubt, be very gratefully received by the Catholic Clergy and laity.

Workhouse Schools.—During the past year I examined the schools in connexion with the Workhouses in Cork, Kinsale, Middleton, Dingle, and Limerick; and I visited those at Ennis and Killarney, solely with reference to the working of their Industrial Departments. I regret to state that I found none of them in an efficient condition.

CORK WORKHOUSE.

Boys' School.—511 present. Area entirely insufficient; only two teachers, although the average attendance is 468; one teacher was utterly incompetent; the other not fully qualified. Both have since left. Scarcely any instruction going on. There should be four or five teachers.

Girls' School.—358 present. Area far too small. A teacher, assisted by a ward-mistress; neither qualified. Order and discipline impossible; children packed together. There should be three or four teachers.

Infants' School.—210 present; good room; teacher not quite qualified, but will likely become a good teacher. There should be two or three teachers.

KINSALE WORKHOUSE.

Boys' School.—112 present; room a little too small. Teacher inexperienced and not quite competent. Average attendance would require two teachers.

MIDDLETON WORKHOUSE.

Boys' School.—284 present. Room quite too small. Teacher skilful and attentive. Much pleased with the conduct of the boys; and, on the whole, with their answering. Teacher, besides acting as sole school-master to 300 boys, is also ~~master~~ and in sole charge of an Auxiliary Workhouse, where they usually reside; at least three teachers required; these to confine themselves to their own special duties.

DINGLE WORKHOUSE.

Boys' School.—149 present. Teacher a year and a-half in office; quite incompetent. No school for three weeks before my visit; no school-accounts of any kind kept for previous five months. Teacher is also Master of the Auxiliary Workhouse; at least two teachers required. Found no evidence of a school.

Girls' School.—129 present. Teacher incompetent; two teachers necessary. Keeping school over a year; never kept any account of the numbers, &c., in attendance.

LIMERICK WORKHOUSE.

Boys' School.—697 present; area insufficient. Head-teacher skilful and well qualified; his two assistants declined examination. Seven teachers required.

Girls' School.—413 present. Head-teacher qualified; assistant not. Four teachers required.

In these nine schools there were 2,863 pupils present, or an average of 318 in each; and there were 13 teachers, or one to 220 children. Not one of them, with the exception of those in Limerick, was properly furnished with the simple requirements suited to a school; generally speaking, the extent of accommodation was wholly insufficient for the numbers in attendance; in two of the nine schools the teacher is also *Master* of the Auxiliary House, in which the pupils reside; two (Dingle) had no pretensions to any school or any organization; and in two others (Cork) order was quite impossible, owing to want of room; of the 13 teachers three were trained and are qualified; three might, from their inferior attainments, *get trial* as assistants in a subordinate capacity, and the other seven are quite unfit, in scholarship as well as skill, for the charge of the instruction of youth. Each teacher had, at an average, taken on the highest number on the books in 1850, fully 323 pupils in charge; and in one instance the teacher of a girls' school has had as many as 616 children in her sole charge at once, although she is 50 years of age; spent a great part of her life school-keeping, then turned to commercial business, at which she was unsuccessful, and, owing, in a great measure, to sympathy felt for her altered position and circumstances, she was appointed to her present situation.

There are upwards of 100,000 children* of school age in the Workhouses, and, even if society restricted the treatment and training of these within the bounds of the most sordid economy, never allowing one genial feeling of Christian benevolence to disturb the balance-sheet in their behalf, what an awfully important problem in all that relates to the future moral and social well-being of Ireland is their education! And so far as the mate-

* It appears from a recent Parliamentary Return, that in March, 1851, there were 96,000 children, from 7 to 15 years of age, in the Irish Workhouses, and therefore, including those from 5 years of age, the number in them of school age considerably exceeds 100,000.

rial and industrial branch of the problem is concerned, all recognise its immediate necessity, and few of the Boards of Guardians that have not already entered on some attempt at its solution. Farms of greater or less extent are attached to the majority, and in the cases where there is none, the grown boys are very generally employed at various simple trades and in household duties. Seven years' examination and careful observation of the intellectual, moral, religious, industrial, and social aspects of numbers of the Workhouses in the four provinces of Ireland, convince me that to effect much good in any one of these relations, the young should, at the *earliest convenient age*, be snatched from the demoralizing influences of the Union Workhouse, and placed in District Industrial Schools, to be specially established for their training and instruction, and with each of which the adjacent group of Unions would be connected. With very few exceptions the present state of the schools in the Workhouses is most inefficient, many of them being wholly underserving of the name. During the years of acute distress, commencing in 1845, it was quite impossible to prevent disorganization in the schools, and many of them were altogether suspended. In the effort to relieve the loud demands of material and bodily wants, the mental and moral were of necessity overlooked. The following are the chief heads under which improvement should commence:—*Sufficient floor-room*, at the rate of at least six (which is too small) square feet to each child—*Healthful Ventilation*—*Suitable Furniture*; desks (not tables), forms, black-boards and presses—*Adequate supply of books*, stationery, and school requisites—*Sufficient staff of qualified teachers*, at the rate of at least one to every 80 children in actual average attendance; and none except a *trained teacher* to be *eligible* for the head teachership of any school, boys', girls', or infants'—*Fair salaries* to the teachers; those at present given to the majority of them are inadequate remuneration for any qualified person; the teachers are generally but imperfectly qualified, 13 teachers whose schools I visited being incompetent—*Comfortable board and residence*—the rations allowed are rather unsuitable fare for one in the moral position and possessing the attainments required of a teacher—and *Restriction of their duties to those connected with the children*, otherwise both their proper duties, as well as those others imposed on them, will be very badly performed.

The sooner a comprehensive system of training and education for the Workhouse youth is introduced, and put in operation, the sooner will taxation be permanently diminished; as every one must observe, that not only on a comparison of nations in the same continent, or of divisions in the same empire, but even in the provinces of this small island we find material prosperity and self-reliance in the direct ratio of intelligence. Some of the acknowledged causes of these differences in Ireland have their origin in *unwise legislation*. The objections which lie against converting the able-bodied paupers into producers, and thereby competing at unfair advantages with free labour, do not hold, or at least

only with greatly diminished force, in the case of labour, as a means of training up the children so as to fit them for earning their bread hereafter. Notwithstanding the heartburnings of the over-taxed rate-payer, and the general discontent on the part of those who consume, as well as of those who contribute to the enormous expense of upwards of £1,250,000 per annum, we might so judiciously use the present opportunity as to convert a portion of this into a *sinking fund*, which would permanently diminish the burdens of the one, and elevate the condition of the other. Impart a sound, plain, elementary education to the young; train them from the earliest age in *practical* and patient habits of humble industry, suited to their strength; kindly and firmly impress upon them their relation to society, and the moral obligation they are under to use every reasonable effort to honorably "eat bread in the sweat of their face;" never leading them to think that poverty is a *crime*, they should learn that it is a misfortune, or an evil, and one which it will be greatly within their own power to mitigate or remove; trained thus mentally, industrially, and morally, and ample provision being made for their religious instruction, can any one doubt that twenty years, which is a short period in the life of a man, and scarcely worth notice in the history of a nation, would send out such a number of trained and intelligent young people, as must sensibly influence the condition of the poorer classes, the amount of taxation, and the productive powers of the entire country?

Prison Schools.—The only Prison Schools in Ireland connected with the National Board, are five, and all of these are in my circuit; those in Galway County Prison, Galway Town Prison, Ennis County Prison, and two in Cork County Prison. I visited all of these; the first two in November, 1848, and the other three last year. There was no school kept in either of the first two when I visited, owing to the over-crowded state of the prisons; they never had any regular teachers, a turnkey, who was quite incompetent, taking the duty in each of them. In the County Prison there were 87 under sentence of transportation, 50 of whom were for sheep and cow stealing. The prison was built to accommodate 110, but the numbers in it sometimes amounted to 1,000 persons. I went through the entire of the prisoners with the Governor, and, aided by an interpreter (as numbers spoke no English), made notes of the extent of education and intelligence of most of the convicts. There were 11 of those under sentence of transportation, only one of whom was over 15, and some were not over 12, years of age. Not one of these could read, scarcely one of them had ever been within a school; not one of them knew the elements of religious knowledge, and several stated they were "glad to be transported," although they had no idea of where they were going; five of them stole sheep, one a cow, one meal, one clothes, one money, and two were pick-pockets. The ignorance and want of intelligence of the female prisoners was painful to witness; four of them told me they stole clothes *publicly*, in order to get

into prison, that they might be supported, so acute was their hunger and suffering. Of 22 convicts from the town prison, 15 were under 20 years of age; and of the entire number, 2 could read and write, and 4 could read only, the remaining 16 being quite ignorant. Twenty-one of the 22 cases were for sheep-stealing and like offences; three of them were women who requested the Judge to transport them.* In Ennis Prison there is a special teacher, but, owing to the overcrowded state of the house, school was suspended for the four months previous to my visit, and, during this period he was employed as a turnkey. The gaol was built to accommodate 115, but there were then in it, and in an Auxiliary Prison fitted up in the town, 540 persons. I examined 25 of the younger of the 92 female prisoners in the presence of the Matron and of the Governor, and not one of them could read correctly a single sentence in the *Second Book of Lessons*. One of the two schools supposed to be kept in the Cork County Prison (that at the female side), has not been in operation for years. The other is taught for a few hours a day in the prison chapel by one of the turnkeys; he has no pretensions to any qualification for the office, beyond being able to read and write. Out of 1,058 prisoners on the day of my visit, 28 only were on the school list. The Detailed Notes on this school give several particulars connected with it, and to which I beg to refer. The industrial department in the Cork County Gaol is admirably managed.

I have also visited for each of the past four years the Convict Depot at Spike Island, in the Cove of Cork, and at which a large school is kept. It is not connected with the National Board. The Governor is very earnest and anxious in the cause of education.

Although conclusions deduced from statistical returns connected with crime and education in Ireland, for the past years, should be received with great caution, owing to the entire social derangement of the greater part of the country, no one who visits and examines the Gaols and Workhouses can have any doubt of the immediate connexion between ignorance and crime. To the young, to send them for a month to Gaol, or to the House of Correction, as these are at present circumstanced, is to send them to a training school to rapidly fit them for the convict ship, or for worse. An examination of the re-committals, and of the ages of the parties, will prove this point; and in England it appears that while those from 15 to 20 years of age form only *one-tenth* of the population, they form *one-fourth* of the criminals on the Calendar, or, two-and-a-half times what might be expected from their number. Would it not be a wise economy, as well as Christian benevolence, to try what might be done towards the establishment of efficient schools in the several prisons, with a view to prevent as well as check the spread of crime?

* The convicts in both county and town prisons were glad to get out of them owing to their crowded state, and frightened, as they must have been, at the fever and mortality which they had witnessed in them.

Religious Instruction.—In nearly all the schools the teachers give religious instruction daily, and also Saturday is, in addition, generally devoted to that purpose. The last half-hour is spent in catechetical or other instruction, and in the greater number the school is closed with prayer. Such of the Managers and Clergymen as I met with during the year assured me of their entire approval of the rules on this point; nor do I recollect having had to notice in any of my reports to the Commissioners, on the schools visited, a single violation of the regulations. The moral conduct and general demeanour of the children were very gratifying; and in most cases, especially in the better schools, they evinced a deep interest in the examination, and, in my opinion, of their own answering.

Unfavorable in many respects as this report undoubtedly seems, it will appear to those acquainted with the condition of the country to which it refers as not more so than might reasonably be expected. Dependent in a great degree for support on local bounty, whether as to the salary of the teacher, the maintenance of the premises and furniture, and the supply of books and stationery, the National Schools have severely felt the six years of unparalleled distress through which the greater part of Ireland has passed; and having been engaged since 1846 through the large district, the sea-board of which extends from Wexford to Waterford, and which, amongst others, includes the wretched Unions of Clifden, Oughterard, Ennistymon, Scariff, Kilrush, Tralee, Dingle, Caherciveen, Skull, and Skibbereen, I am almost surprised that the schools should have outlived, in number, and efficiency, that awful period. From 1832 to 1840 the number of pupils in the schools went on steadily increasing at the rate of 20,000 per year, from 1840 up to 1845, the first year of the potato failure, the annual average increase rose to 40,000; in 1845 the increase slightly fell to 37,000, thus showing the first symptom of decline; and in 1846 it fell to 24,000; the ever-memorable 1847 not only showed no increase but a decrease of 54,000, thus placing the number of pupils about the same as it was three years before. In my Report on the Examination and Classification of the Teachers for 1848, and which was written in entire ignorance of the returns of the number of pupils on the School-Rolls for that year, I adverted to the influence, past and future, of the distribution in the schools of the food granted by the British Relief Association; and I regret that the opinions then expressed, have been but too fully verified. Whilst the attendance of pupils decreased 54,000 in 1847, in the next year it rose, *solely from the alms distributed*, 105,000, being an increase of twenty-five per cent. in a single year. The following year, however, dispersed 27,000 of these, as soon as the distribution of relief was withdrawn; and I feel satisfied that the decrease would have been many times greater had not thousands of the recipients of the bounty of the British Association entered the Workhouses when it ceased, and thus, again got on the Roll of National Schools. I have entered

into these details with a view to show how faithfully the social prosperity or depression of the country may be read in our Statistical Tables, and in order to suggest the causes of the unfavorable picture of the schools, as shown through my Report.

Those years of trial and suffering have proved, in many respects, how "sweet are the uses of adversity." To entitle the poor to temporary relief, several new schools were established, where none had ever before been, and although some of these ceased with the cause which had called them into existence, in numerous cases the Managers have continued many others that are now doing some permanent good in these localities. In very many instances schools of a special character were opened, and of which it was stated that a prominent object of the founders was to induce a change in the religious persuasion of the great majority of the pupils; to counteract these, other schools were established in their vicinity, and in the many and bitter contentions to which such occasions gave rise, there was always one spot free from strife—there was always one roof under which no one dared to interfere with conscience and parental right—that one in each locality was the *National School*.

Let us hope that Parliament, by a more generous grant, will enable the Commissioners to put the Schools on an efficient footing, as with the present appliances and means they cannot be properly conducted.

I have the honor to remain, Gentlemen,

Your very obedient servant,

JAMES W. KAVANAGH, Head Inspector.

The Secretaries, Education Office.

June, 1851.

NOTE A.

By a recent regulation of the Commissioners, each school, with an average daily attendance of 75 pupils, will be entitled to a grant of Salary for an Assistant Teacher; and, as a very large number of the Schools will either come under this rule, or will have a Paid Monitor, I will assume that the Teacher is assisted by one or other in each school. In any, even an Infants' School, all the pupils should receive lessons on *number*. If there is no bead-table (and any ingenious teacher would be able to construct one), there should be a box to contain marbles, shells, pebbles, or any such *counters*. There should also be a few black-boards (one, however, will suffice so far as these hints are concerned), a supply of chalk, and a sufficiency of slates (small ones), and pencils.

The pupils, if over 40, should be formed into two Divisions, Junior and Senior. The Master and Assistant, whether the latter be second teacher, paid or unpaid monitor, to have charge of each division alternately. If there are four classes in the school, two of them will form each division; but, if there are only three, then the children in the First and Second Books would form the Junior, and those in Sequel and Third Book, the Senior Division. Generally speaking, the Junior Division would be engaged at a standing lesson on the floor, while the Senior would be engaged at a writing, or some other sedentary, lesson in the desks. The proficiency in Arithmetic of the Junior Division would not extend beyond the Compound Rules; the Senior would likely include a class in these rules, or

in Reduction, and extend thence through Proportion and the subsequent branches of Arithmetic.

The number of pupils in each rule should, if possible, be from 8 to about 16, according to the proficiency of the scholars and the difficulty of the subject. Slates only should be used in the exercises in arithmetic; the forms of bills of parcels and of bills of exchange being the only portions of the subject (and even they belong rather to book-keeping) which it might be desirable to transfer to paper. All the pupils learning Arithmetic should have at least one lesson in the day, from half an hour in the lower, to three quarters in the higher classes. At the appointed hour, those in the same rule should form in a semi-circle at the place assigned to them, and it may be necessary to call in the aid of a monitor or two to superintend some of the classes, under the direction of the teacher or assistant who may be in charge of the Division. When there it not a black-board for each circle, its place should be supplied by a slate suspended from a nail by a string. As many as 20 of the very young children might be employed counting on the bead-table, or with marbles, pebbles, books, shells, &c., and entering, in turn, on the class-slate the amount; thus acquiring correct ideas of limited numbers suited to their capacity, as well as the practice of their Notation. Finding any page of a book put into their hands, or reading any easy number written on the slate, will form useful exercises in Numeration, and, as they are found to advance, slates may be given them, and simple exercises in Notation and Addition *dictated* to them. From the continued use of objects they may be made to form Addition, and even Subtraction Table, by adding or subtracting one, two, three, or more at a time; when, at last they will be able to *abstract* from the objects, and obtain a clear, separate idea of *number*, or quantity, only. Until, by frequent repetition and decimal combination, they have acquired accurate notions of the magnitude of the lower groups, as tens and hundreds, no attempt should be made to present any greater number for their contemplation. Much confusion and indistinctness arise from neglect on this point, and when, as Humboldt says, "We [adults] find the oppressive power of [large] numbers exceeding what our conceptions can grasp," how careful should we be to present them in small amount to the tender intellect, to which the very simplest process of abstraction must be a great mental effort. The earlier exercises, not only in Notation, but also in Addition, Subtraction, &c., should not exceed three or four places of figures, and, apart from the capability of forming adequate ideas of such numbers, every particular case which could arise in these processes may therein be set forth; and, from the greater rapidity, and probability of accuracy, with which they can be solved, the pupil will be kept in better heart and spirits to enter on them anew.

I have thus given these few hints to guide the teachers in the introduction and organization of *elementary* Arithmetic in their schools, no attempt having heretofore been made to supply this want. These, with the following "Directions to the Teacher," taken from the Treatise on Arithmetic, published by me when Head Master of the Male Model Schools, Marlborough-street, and a New Edition of which has just been issued, will be found to form a *practical* outline to guide the Teacher through every stage of this highly important branch. These hints or directions occur in the Treatise at the ends of the rules to which they respectively refer:—

TO THE TEACHER.

Notation and Numeration.

"*Simultaneously* and in classes is the best possible method of teaching arithmetic. The pupils standing in a line or circle, in uniform positions, each provided with a slate and pencil, address a few words to the class, giving the

necessary directions and explanations of the exercise to be solved. Dictate a number to the class in a clear and distinct tone of voice—let all at the order ‘show slates,’ taking care to allow sufficient time for the performance of the work, turn round their slates for inspection; then having gone quickly round the whole, draw a pencil mark through any errors, give the order ‘return slates,’ and if necessary re-dictate the same exercise, to allow it to be done correctly. Let no labour be thought too great in impressing first principles on the mind of the pupil—all his future progress will depend on the clearness and accuracy of the ideas now given him. If the class do not know Numeration Table, let it be said over and over by them together, until it is thoroughly known. With regard to the past and future exercises contained in this work, the author has no doubt that a judicious teacher may be able to intersperse them, with others dictated by himself, so as to render them more gradually progressive in difficulty. The earliest and best exercises in Numeration are those simple contrivances of efficient teachers—finding any page of a book, counting boys, marbles, quills, books, &c.; it is only through the *natural* medium of *objects* that any child can arrive at clear conceptions of number, abstract, and concrete.

Addition.

If you have got a large slate or a black-board, assemble your class about to commence Addition round it—put down an exercise on it, teach the class to solve it *simultaneously*, and then show the principle on which the process depends—speak so as to be *understood* by the class, and see that no one goes away uninstructed. Exercise your pupils a few minutes each day before they proceed to solve the questions in this, or whatever rule they are in, *orally*—thus, 5 and 6 are—if they fail to answer, put it thus, 5 and 5 and 1 make—11 and 8 are—or 11 and 4 and 4, &c.—what do I put down for 20, for 9, for 36, &c.—what if the last place to the left, &c.? Put interesting questions to them, particularly if young—teach the junior classes oftener than the senior; the former, like tender plants, need most care—frequently give them questions similar to Nos. 15 and 21—you need ascertain if the first result only is correct, as twice, three times, &c., will give the others—when the class is able to practise by themselves, dictate questions similar to 23. You can thus show the conciseness and utility of Multiplication. The questions should be *dictated* to them, they thus form excellent exercises in notation. The chief sources of error in Addition are indistinctness in writing the figures, and carelessness in placing them in exact vertical lines; if these be attended to, and a moderate degree of care and attention be bestowed on the work, *proofs* will be unnecessary, as the ordinary proofs afford a presumption, but not a certainty of its accuracy. Moreover, it must be admitted, that it is preferable to guard against errors in the beginning, than to endeavour to detect them after they have been committed.

Multiplication.

You must have had no difficulty, from the suggestions thrown out at the introduction of this rule, in making your pupils understand that Multiplication is an abridged form of Addition, under particular circumstances. Make your pupils perfectly *familiar* with the *notation* introduced; give them separate exercises, exemplifying the use of $+$, \times , $=$, $()$, — &c. This is the written language, the short-hand, in fact, of Mathematics. If you take pains to make them understand it, a knowledge of Algebra will hereafter be easily acquired. With this view, the author, following the example of De Morgan and others, brings in, incidentally, only as many of the signs as are necessary in each rule. *Frequently* dictate the exercises; you thus

continue to exercise them on notation, &c. Let the *Contracted Table* be learned, all repeating it simultaneously: if this is done a few minutes each day before they commence working the questions, a sufficient knowledge of the Table will soon be had. The sources of error in Multiplication are ignorance of the Table, inattention in placing the figures of the factors and product in the proper vertical columns, and assigning a significant value to 0. The best remedy for the last is, to make the learner occasionally use *dots* (.) instead of ciphers; it frequently occurs than a pupil says *nought time 6, are 6*, &c.,—he will not say *dot times*. If the preceding suggestions are carefully attended to, *proofs* will be superseded; as a method of proof, perhaps the last given, by *doubling the factors*, is the best. Exercise 60, furnishes another excellent method of proof. Thus, to one pupil propose 512×718 , to another 512^2 , to a third 718^2 , and to a fourth $[512 + 718]^2$; the sum of the first product *doubled*, and of the next two, should be equal to the last. Attend to the articles on factors and Involution, the latter forming an excellent exercise on Multiplication: also see that art. 41 is well understood. Frequently interrogate thus—By what operation do we obtain a *product*? When we repeatedly multiply a number by itself, what is the operation called? What is the use of the vinculum? Another name for the factors? Separate names? By what process do we obtain a *sum*? What is the second power of a number sometimes improperly called? What power of a number is the root? Who composed the Table? Account for the Contracted Table? Who first used the sign \times ? Why are factors so called? What does the index *indicate*? What is a composite number? Do you think might we commence multiplication at the left-hand side? See that the pupil's answers are the result of reflection and not of mere memory. Arithmetic, if judiciously taught in this way, with a constant reference to the *principles* on which its rules are founded, will contribute, more than any other department of early education, to the vigour and acuteness of the powers of the understanding, and will give a tendency to order and method which will be of the most essential importance in every mental operation.

Subtraction.

Subtraction presents few difficulties to either pupil or teacher, as, if Addition is well known, Subtraction is almost imperceptibly acquired. It presents a greater field for the reasoning faculties than either of the preceding rules. The method of Subtraction by the *arithmetical complement* will be found novel, and, at the same time, simple and concise. The entire of the matter under art. 47 is worthy of attention, as tending to economize the time of the teacher, and exercise the ingenuity, and awaken the curiosity of the student. You will perceive how insensibly the pupil may be led into the management of simple numerical *equations*. Continue to teach in classes, to dictate the questions, elicit the reasoning faculties, and stimulate the pupils who are backward. Occasionally put such questions as these—by what process do we obtain a total? a remainder? a product? How do you prove Multiplication—Addition—Subtraction? What do you mean by ∞ , $+$, $[]$, \times , $-$, &c.? How do you account for the Contracted Table? What is the arithmetical complement of a number? How obtained? What is Involution? Is Subtraction a modified form of Multiplication? Do you understand art. 41? Why is the excess so called? What is a sub-multiple? Give me aliquot parts of 24? What do we call the result of an Addition? Define Subtraction? Who introduced the sign $-$? Whether is ∞ a sign of quantity or of operation? What effect on its value has the removal of a digit a place to the left? When we borrow ten above, why add 1, not *ten*, to the next left digit below? Why *add* below, not *subtract* above? Thus let

every step of the pupil's progress be well defined, and manifestly marking the accession of, not only information, but education; for, recollect that it is impossible to *inform* without educating, which, in the real as well as literal sense, means—to lead, or draw out, the mind.

Division.

The traditionary doggerel rhyme, in which the difficulty of Division is pictured, is most sincerely chorused by every pupil. If this rule is judiciously taught, and its *principles* slowly and steadily inculcated and applied, it can possibly present no obstacle to the progress of the pupil; but if his advancement is measured by the general criterion, the quantity of paper or slate covered with figures, to the total disregard of the *reason* of the various operations, disgust will be the inevitable consequence; he is occupied, in more than a literal sense, in ciphering (making *noughts*), and what he is receiving does not deserve the name of education. Should you find the article on Evolution rather difficult at first for your pupils, be not discouraged; you cannot reap unless you plough as well as sow, it may be necessary to do so twice, and even perhaps to harrow. It is almost impossible to bestow too much care and attention on the symbols—we have introduced nearly the entire *Symbolical Alphabet* up to the present period; its brevity, perspicuity, and neatness recommend it. In the language of an eminent writer, “you are to observe, that technical language and rules, if you would make them really useful, must be not only distinctly understood, but also learnt and remembered as familiarly as the alphabet, and employed *constantly* and with scrupulous *exactness*. Otherwise, technical language will prove an encumbrance instead of an advantage; just as a suit of clothes would be, if, instead of putting them on and *wearing* them, you were to carry them about in your hand.”* How ridiculous it would be for a carpenter to tell his apprentice to hand him that rectangular prism of wood, having an aperture in the centre, containing a pair of thin metallic plates screwed together and placed oblique to the base of the prism, in which position they are kept by the insertion of a wedge—when he wants a *plane*. Technical terms, even in the mechanical arts, obviate much difficulty, but they are far more useful in science. Explain art. 56 to them, and let them solve a few of the exercises under it by the ordinary process; they will at once perceive its brevity, and easily deduce its demonstration. The number of exercises, it is hoped, will not be found too great; particularly if it be recollected that every question in division is, besides, an excellent exercise on the three preceding rules: moreover, the article Evolution is arranged, as it should be, under this rule. While solving Evolution you are afforded an opportunity of refreshing their knowledge of Involution. These rules will be hereafter again noticed, when we shall have treated of Fractions. A teacher having several classes of different degrees of advancement in arithmetic, can best attend to all by adhering to the suggestion before given, namely, by *instructing* a class one day, and at a future day *examine* the same, to ascertain whether the instruction has been reduced to practice or not, and what amount of proficiency has been made.

It would be desirable that you should, when dictating the questions from the Treatise, occasionally read abstract as applicate numbers; thus, exercise 10 may be put—“How many farms of 72 acres each, may be formed out of a province containing 91,362 acres?” &c. Continued practice alone can make the pupils understand the utility and application of the signs of operation; to the attainment of this end nothing can contribute more effectually, than re-

* Easy Lessons on Reasoning.

quiring the pupil to put down each solution when finished *symbolically*, thus the above example.

$$91362 \div 72 = 1277 + 18 \text{ (or } \frac{1}{2})$$

$$\text{Or thus, } \frac{91362}{72} = 1277\frac{1}{2}$$

Questions, as No. 59, in which many terms occur, are of such manifest utility as to merely require reference. To save the teacher trouble, subjoined are columns of all the terms and symbols in the preceding part, and all of which should be perfectly recollected and understood by the pupil.

TERMS.

[Require the rule, proof, &c., for those marked *]

Mathematics,	Evolution,*	Arithmetic,	Concrete,	} Number.
Subtraction,*	Magnitude,	Addition,*	Applicate,	
Multiplier,	Unity,	Numeration,*	Composite,	
Involution,*	Notation,*	Sum,	Power of a	
Remainder,	Total,	Multiplicand,	Root —	
Division,*	Multiplication,*	Factors,	Multiple —	
Period,	Difference,	Digit,	Sub-Multiple —	
Integer,	Dividend,	Excess,	Aliquot part —	
Simple value of a	Figure, }	Divisor,	Complement —	
Local ————		Quotient,	Reciprocal —	
			Index ————	
			Exponent ————	

SYMBOLS.

+, ×, −, +, =, ∞, √, —, [], (), 1, 2, 3, 4, 5, 6, 7, 8, 9, 0. As the *time* of introduction of most of the signs is given in the notes, it would be well, as tending to impress their use, &c., on the mind of the pupil, if the date, &c., were committed to memory.

With reference to the places of Involution and Evolution, every teacher will of course exercise his own judgment; if any objection be taken to their present position, they may be omitted until decimal fractions are learned. The same may be said of the next chapter, to which your attention is called; if thought more judicious, let the pupil pass it over and return to its respective parts, as found necessary.

Tables and Reduction.

Let your pupils commit to memory one or two of the Tables each day, which they can do at home; and either yourself or your monitor should hear each class repeat together, as well as individually, the prescribed portions. Moreover, it would not be time disadvantageously applied were you to occasionally appoint a day, on which the entire arithmetical business would be *repetition* of the tables. They are very readily forgotten, and therefore you should not merely hear them repeat them, but should likewise interrogate them in an order different from that in the book; also make them *write* neatly, and recollect, the character for each denomination of weight, measure, and money. An examination on the Tables might be conducted thus—How many pence in a shilling? What is the mark for a shilling? How many yards in a perch? Is a perch used to measure length or surface? When in the latter case, what is it called? Why? What length is an acre? (I can't tell; it is used in measuring *surfaces* not lengths.) How many pounds in a stone—in a quarter—in a hundred-weight? What is the mark for

the last? Why? There are 12 pence in a shilling? 12 inches in a — (the pupil adds the name, *foot*); 12 articles in a —; 12 months in a —; 12 ounces in a —; 12 stones in a barrel of —. When were English and Irish measures made the same—and what are they now called? What is troy weight used for? Is it by measures of capacity the size of a block of marble is estimated? What is the weight of a gallon of pure water? Are height, depth, length, breadth, and thickness measured by different measures? &c. Why put *s* for shillings and not *p* for pounds? What is the exception to the rule that every fourth year is a *leap* year? Name those measures of length derived from parts of the human body? What is *mean*, and what *apparent*, time? The teacher may thus make what is generally regarded a dry lesson, not only engaging and demanding attention, but highly intellectual. Ignorant of the Tables, your pupils can make no advance in Reduction; the method of examination here suggested, will, if attended to, lead to beneficial results. Cause them to repeat them in ascending (from the lower denominations to the higher), and in descending, order. Proportion the number of exercises under each weight and measure to its importance and the pupil's knowledge of it. Take an opportunity of explaining in a simple manner the origin, progress, and changes in the different measures, &c.; these are fully explained in the notes; incidental information of this kind breaks the monotony of the lessons, impresses the matter more permanently on the mind of the pupil, and prepares the way for higher and more philosophical pursuits.

Compound Rules.

In the management of the Simple Rules abstract number was principally used; but in the past rules, from the nature of the exercises, the pupil has had an opportunity of seeing the utility of arithmetic in the transactions of real life. You may now explain to him that he practised a species of Reduction and Compound Rules from the commencement of his arithmetical exercises. Thus in simple Addition he found the sum of the units which he reduced to tens, putting down the remainder; in Multiplication as he found each partial product he reduced it to tens, setting down and carrying precisely the same as in the rules when compound quantities are used; in Simple Division he reduced the successive remainders to the next lower denomination adding in any of that name in the question, identically as in Compound Division. The pupil will thus perceive, that there is no difference between a Simple and a Compound rule, either in principle or application, except that the base of our system of notation is always the connecting number between the adjacent denominations in the one, whereas we have an ever-varying connexion in the other. On this account the several Reductions in the former are easily effected, while actual and tedious operations are required to effect them in the latter. To further illustrate this let the teacher select any question connected with French measures or weights;—thus a Norman peasant rents 7 *kiloares*, 5 *hectares*, 9 *décars*, 5 *ares* of land at 1 *franc*, 3 *centimes*, the are. What is the rent?

It is obvious that one character is quite sufficient to distinguish every denomination, thus a standing over 5 denotes it is *ares*; 10 of a less denomination being equal to one of the next higher, there is therefore *décars*; next *hectares*, &c. We obtained the result by simple

$$\begin{array}{r} 7595 \\ 103c. \\ \hline 22785 \\ 7595 \end{array}$$

782285 = 7822fr. 85 centimes, or cents.
can be only one figure in *ares*, the next
the same may be said of the money.
Multiplication, finding 782285 cents, or

7822fr. 85 cents, or as it is generally written 7822fr. 85c. The same question as to quantity and rent is, as expressed in our measure and money, 187a. 3r. 19½p. at £1 6s. 8½d. per acre, the difficulty of which compared with the simplicity and quickness of the above, you should describe, by fully working the question. Here is a simple, yet striking, evidence of the superiority of a decimal system of weights and measures over that in use in this country; and a proof of what was above stated, that no difference would be perceived between a simple and compound rule, were the connexion between the denominations in the latter identical with the *base* (10) of our system of notation. It may further be remarked, that the variety of denominations, by multiples and sub-multiples, dispenses with the necessity of fractions, which otherwise would be an inevitable effect of the number of denominations being much restricted. Were there only one measure of length—say a yard—then all short distances should be expressed by fractions, and long ones, in the absence of miles, degrees, &c., would require a notation of inconvenient extent; both disadvantages are obviated by the use of many multiples and sub-multiples of the unit of measure. You will here, as in the Simple Rules, not forget the reasoning, in the mechanical, process of numbers; and thus while your pupils acquire an increased precision and facility in every successive operation, their judgment is cultivated; they are able to cast a clear retrospective glance over the principles, by whose application they attained each result; the reasoning powers are strengthened; and the foundation is laid of those intellectual habits which are subservient to the highest acquisition of knowledge, as well as to the ordinary purposes of life.

There can be no doubt that Fractions arise in Division, and hence those teachers who rigidly adhere to the *inductive* process would have them introduced immediately after that rule. I have, however, yielded to expediency, and carefully abstained from introducing any question in the Compound Rules which requires any knowledge of them.

PROPORTION.

It has been observed, and with considerable truth, that, after Proportion is learned and understood, Arithmetic is exhausted, there being scarcely a single novelty, but certainly not a difficulty, left in the remainder. The following rules are performed by it; and, though appearing under different names and forms, the pupil who has attained a knowledge of Proportion will not fail to recognise it, in either a direct or modified form, through all—regarding each successive rule as merely presenting some ingenious method of applying it. At the end of the following rules there is a temporary pause to its application, but still it is not lost sight of through Fractions and Practice; before the introduction of the former is therefore considered the most appropriate occasion for an address to the teacher, embodying suggestions on the method of teaching

Partnership,	}	Discount,	}
Bankruptcy,	}	Equation of Payments,	}
Interest,	}	Barter,	}
Commission,	}	Profit and Loss,	}
Insurance,	}	Exchange,	}
Stocks,	}	Alligation.	}

From the close of the article on compound quantities to the present, we had been engaged in treating of the principles and numerous applications of *Proportion*; and as we regarded the various rules more in the light of particular cases deriving their names from peculiar terms (as *Partnership*, *Interest*, &c.) in the transactions, than any essential difference in the common theory, we retained

any observations on the method of teaching till the close of the entire. It is unnecessary to dwell on the importance of this *all-important* part of Arithmetic. We can, perhaps, find in the entire range of science, no parallel for the extent of its application, except in the simplicity and beauty of its theory. In instructing your pupils in the *principles* from art. 136 to 147, use most untiring exertions to make them, by causing them to give examples of *their own* formation, perfectly understand the matter there contained. Observe, that it is *numerically* we have noticed proportion. In art. 137 it is stated, "the *number* that expresses how often one (magnitude) is greater or less than the other, is called the *ratio*." Now, be apprized, *the number is not the ratio; it is only its measure* (see art. 138); so that, as an ingenious author* observes, the student is led to escape from the notion of *magnitude*, and fly to that of *number*," for the sake of having more intrinsic *evidence* of the reasoning process, and its consequent *sensible*, but often imperfect, deductions. It is, therefore, well to guard, as much as possible, against this erroneous idea of proportion; as the pupil should hereafter (in Geometry), be under the necessity of forgetting it, in order to give place to the correct and general theory of it there advanced.

Teach the pupil habits of neatness in making figures; attention in entering the abbreviated character for each denomination of money, weight, &c.; precision in placing the signs ($::$) of proportion between the terms; and, above all, to understand the reasoning process on which he *selects* the respective *terms* of the analogy from the *words* of the problem. Accustom him to frame the words of the question *from* the analogy when formed, without the aid of the treatise; also to construct and solve other questions from the problem when done, by erasing any one term and requiring him to find it (see exercise 66). A few questions demand an acquaintance with the articles before given on Involvement and Evolution, which, if the pupil have not studied (see concluding directions in *Division*), he may pass over.

In exercises, as 42, 44, 45, &c., where the three terms are of the same kind, as all money, &c., especial care is to be taken, that the second and third terms be *not interchanged*: as though it would not effect the final result, it would be contrary to the *correct* principles laid down. From neglect on this point many authors have arranged the analogies where proportion is applied, incorrectly. Thus, in *Interest, Discount, &c.*, we find *principal* an antecedent, and *interest* its consequent. Let us suppose, what is possible besides in supposition, that the borrower gives the lender, not money, but *corn or goods for the loan*; would the writers in question allow the interest to then remain antecedent—that is to establish a *ratio* between *money* and *corn*? If so, the question—"Which is the farther asunder, Christmas and Easter, or Dublin and Cork?" can be solved. Under all circumstances, if the simple direction (art. 148), "Put the quantity of the same kind (or character) as the required one for the third term," be rigidly attended to, no error can arise. Thus, where interest is required, place *interest* as the third term, acting similarly in other cases. It was necessary to be explicit in this matter, as in nearly all the rules depending on Proportion where the terms are not dissimilar, the analogies, in several Treatises, have two of their terms interchanged.

Partnership, &c.

In this rule, the terms, or *numbers*, expressing the ratio, are all regarded as *abstract*; hence in the example, (page 101), it is not the acres that are added, but their number. Similar observations apply to example, page 103.

* De Morgan.

Compound Proportion,

That it be properly understood, should be solved by the pupil in single, as well as compound, analogies; the latter, which excludes fractions from the work until its termination, is much shorter and preferable. You will instruct him in the method and advantage of abridging the process, by *cancelling the terms*—seeing, at the same time, that he understands the reason; and you must carefully guard him against an error which the *note at foot, page 96*, is intended to prevent. This rule is frequently defined to have for its object “given five terms, &c., to find a sixth;” instead, it is given *seven terms* (one of which can be found, and which occurs *twice* as a term), to find an *eighth* (see *articles 140 and 144*). Cause the pupil to frame the words of the questions from the arranged analogies, and without the treatise, as before directed; also to read from each, two *separate* questions in Simple Proportion, as exemplified under examples 1 and 2. If this be attended to, cases where *inverse ratio* occurs can offer no impediment to the pupil.

Interest.

The notes under articles 154 and 155 should be read and understood by the pupil. In this rule, from the simplicity and clearness of the demonstrations given under it, little remains to be suggested. Whilst the *Time Table* (page 114) may be used with advantage, it is not intended that it should be so, to the exclusion of the pupil's own occasional calculations. The author regards the observations under Example 1, *Compound Interest*, as important, tending as they do to remove a widely-spread erroneous principle, which, unfortunately, has the sanction of eminent names lent it. This rule will be again noticed in a future article, containing more concise methods of solution than that given.

Commission, &c.

The technical terms under these and the preceding rules, should be well remembered, the author regarding the *terms* in them merely as the *definitions* abridged, or as “the *principles from which our reasonings set out*,” both of which imply that what is meant by the entire definition should suggest itself to the mind by the very *mention* of the term. A few questions connected with *Statistics* are introduced; numbers similar may be drawn from the article *Popular Statistics* (price 1½d.), in that cheap and invaluable work, “*Chambers' Information for the People*.” The author directs attention to *Stocks*, page 122, a popular explanation of which is here, for the first time, presented in a work on Arithmetic. Under *Discount* much useful and highly important matter on *Bills* is given; the pupil should be made to write out neatly the *form* of each. It is customary in most treatises on Arithmetic, to first give *incorrect* rules for solving Discount, and then terminate the entire with a *correct* one. The author has not followed in this track; but shows that the problem is identical with that given (art. 163) at the close of Interest; thereby showing the pupil that it is an *old rule* under a *new name*. In the *Appendix*, a correct rule for *Equation* (of *times*) of *payments* will be found. *Barter*, and *Profit and Loss* require no particular remark. *Exchange* has many useful tables, with which the pupil should, by their application, be quite familiar; a portion of the rule which is generally called *Arbitration of Exchange*, has been omitted, as of no great practical utility, and as all problems under it can readily be solved by Proportion. *Litigation* has been treated of in four cases arranged under one general, not several particular heads; the demonstration of its rules, involving Algebra is placed in the *Appendix*.

You will here, as in the elementary part, while training your pupils to ex-

pertness and accuracy in the mere mechanical parts of the calculations, regard it as an imperative and paramount duty to initiate them into, and perfectly ground them in, the principles from which the various rules are deduced, and on which the several calculations are founded.

FRACTIONS—VULGAR.

Mode of Examination.

What is a fraction, and why is it so called? What is a mixed number, and how transformed into an improper fraction? How do you add fractions having unlike denominators? Explain why a product arising from fractional factors is less than either; also a quotient by fractional factors greater than either. What is a complex fraction; give an example? Explain the rule in division of fractions. Show by objects that $\frac{3}{4}$ of 1 = $\frac{3}{4}$ of 8. May a proper fraction be itself a collection of units? an example. How do you subtract fractional quantities? Explain and account for the process by which the greatest common measure is found, and then show the application of it in fractions. What advantage has the least common multiple over a common multiple? Explain the object and application of the problem in art. 215. Why is the denominator so called, and why the numerator? Fractions may frequently be reduced to lower terms at sight from the properties of numbers (page 54); recite some of these properties; thus a number is divisible by 2, by 3, &c. Explain the process in multiplication of fractions. May we alter the terms of a fraction without altering its value—repeat some of the changes? If I multiply the numerator what effect do I produce—if the denominator—if I divide the numerator—if the denominator? Do any fractional operations produce a different effect from that if integers are used? How is Simple Proportion, when fractions occur, performed—how Compound Proportion? Upon what does the amount of a fraction depend? How do you throw two equal fractions into the form of an analogy? Given the two terms of one fraction and one term of an equal fraction; how is the remaining term found? When both terms of a fraction are expressed what is it called? When only one term is expressed what do you call the fraction?

The above are given merely as an example of an examination, which, of course, should be extended much farther by the teacher.

DECIMAL FRACTIONS.

Mode of Examination.

What might the decimal point be mistaken for, were it not written midway the height of the figure? What effect has a prefixed cipher on a decimal, and what an affixed? Why are they called decimal fractions? What may you regard as the denominator of an interminate decimal? How is addition of decimals performed? What is a pure circulate; an example? How do you convert a mixed period, part only recurring, into an equal common fraction? How might you write chains and links—francs, decimes, and centimes—why? If the proposed centner of 100lbs. be substituted for the present cwt. wt., and the stone of 10 for that of 14lbs., what effect would it produce on weight-calculations? Write a decimal of five places of figures, and let the last two form a recurring period. How do you find what part of £1 the decimal entered is? account for the process. How is division, where decimals occur, performed, and explain the process? Is subtraction of decimal, different in principle or application from that of common, fractions—show why? How is division performed? Within what limit do I approach to truth, every

cipher I add in the conversion of a common to a decimal fraction? give an example. Why cut off as many decimals from the product as are in *both* factors? Is $\frac{1}{7}$ equal to any terminate decimal—why? Is $\frac{1}{2^2 \times 5^4}$ equal to a terminate decimal? If you had the decimal equal to $\frac{1}{7}$, how would you find (by the shortest process) that equal to $\frac{1}{49}$?

As was said under vulgar fractions, the above should be extended by the teacher, being offered merely as an example of how an examination *might* be conducted.

MENTAL ARITHMETIC.

The entire of the preceding exercises on Mental Arithmetic should be taught by first causing the pupil to *form each rule*, next, account for, and explain it, and, lastly, apply it to easy and familiar examples; proceeding from these to others of greater difficulty. All the exercises should be dictated by you or by the monitor—no book being allowed in the hands of the pupils. Under this head may be included exercises on the Contractions, given in page 54; also on the abbreviated methods of calculation for particular cases, appended to Practice. Time could scarcely be better employed than in frequent mental exercises like these, as every arithmetical operation, how simple soever, must first be performed mentally before the result is actually entered; and whilst few are found deficient in the manual dexterity of figure-making, the great majority of pupils find it difficult to conceive clearly of numbers, and of the multiplicity of forms and processes under which they are presented.

If the mode of organization and instruction, and the method of examination, here recommended, be fully *acted on*, an immediate, thorough, and improved change will soon take place in your schools. These hints are the result of twenty years' experience in the *school-room*.

APPENDIX B.

TIME-TABLE (No. 1) for a Boys' School of 40 to 60 Children, with a Two-fold Division of the School under a Master, assisted by either a Paid or an unpaid Monitor. No Class-room.

A., Junior Division, includes pupils in First and in Second Books. B. Senior Division includes pupils in Sequel and in Third Books.

Hour.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
<div>Ex. M. 9 0 to 10 0 9 30 to 10 0</div>	<div>In Summer. } In Winter. }</div>					
	Teach Monitors and Senior Class. Prepare School for business. Inspect pupils as to personal cleanliness.					
10 0 to 10 45	<div>{ A. Reading. B. Arithmetic.</div>	<div>A. Reading. B. Arithmetic.</div>	<div>A. Object Lesson. B. Mental Arith. & Tables</div>	<div>A. Reading B. Arithmetic.</div>	<div>A. Reading. B. Arithmetic (Principles of).</div>	<div>Religious Instruction.—If not, examination for removal and promotion in the several classes.</div>
10 45 to 11 30	<div>{ A. Writing on Slates. B. Reading.</div>	<div>A. Writing. B. Reading.</div>	<div>A. Writing on Slates. B. Exam. on Subject Lessons.</div>	<div>A. Writing. B. Reading.</div>	<div>A. Writing on Slates. B. Exam. on Subject Lessons</div>	
11 30 to 12 0	<div>{ A. Arithmetic. B. Writing.</div>	<div>A. Tables. B. Writing.</div>	<div>A. Arithmetic. B. Lesson on Form.</div>	<div>A. Tables. B. Writing from Dictation.</div>	<div>A. Arithmetic. B. Writing.</div>	
<div>Call Rolls.—Enter Daily Report.</div>						
<div>Recess—Play.</div>						
12 0 to 12 40	<div>{ A. Geography. B. Grammar.</div>	<div>A. Grammar. B. Prefixes and Affixes.</div>	<div>A. Geography. B. Writing from Dictation</div>	<div>A. Grammar. B. Prefixes and Affixes.</div>	<div>A. Geography. B. Grammar.</div>	<div>Post pupils' progress, and Balance the Rolls, Report Book and Register.</div>
12 40 to 1 10	<div>{ A. Reading. B. Geography (Local).</div>	<div>A. Reading. B. Geography (Descriptive).</div>	<div>A. Reading. B. Geography (Mathematical).</div>	<div>A. Reading. B. Geography (Local).</div>	<div>A. Reading. B. Geography (Descriptive).</div>	
1 10 to 1 40	<div>{ A. Object Lesson. B. Reading.</div>	<div>A. Tables. B. Natural History.</div>	<div>A. Writing. B. Reading.</div>	<div>A. Tables. B. History.</div>	<div>A. Object Lesson. B. Reading.</div>	
1 40 to 2 30						
2 30 to 3 0	<div>Religious Instruction.*</div>					

This Time-Table is so framed that one Division will be engaged in the desks at a writing, or some such lesson, while the other Division is engaged in a class or classes on the floor. Should Religious Instruction be given on one day only in the week and not daily, or should it commence at a later hour, the teacher will have no difficulty in apportioning the last half-hour between the several subjects during the week.
On the National School Time Table there are two separate heads under which the two portions of Instruction, *General*, or combined, and *Religious*, or separate, are given. Care is to be taken when filling the Time Table, to enter the hour at which each commences and closes, under its own proper and special head; the distinction is generally overlooked, and this leads to contradiction and inconsistency on many of our Time Tables.

TIME-TABLE (No. 2) for a Boys' School of 40 to 90 Pupils, with a Two-fold Division of the School, under two Teachers, a Head and an Assistant.
A. Junior Division, includes Pupils (about 50) in First and Second Books, and in Sequel.
B. Senior Division, includes Pupils (about 30) in Third and Fourth Books.

Hour.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
<div><div><div>H. M.</div><div>9 0 to 10 0</div><div>9 30 to 10 0</div></div></div>	In Summer. } In Winter. }	Teach Monitors and Senior Class. Prepare School for business. Inspect pupils as to personal cleanliness.				
<div><div><div>10 0 to 10 30</div></div></div>		<div><div><div>A. Reading.</div><div>B. Arithmetic (Practical)</div></div></div>	<div><div><div>A. Reading.</div><div>B. Arithmetic (Mental).</div></div></div>	<div><div><div>A. Reading.</div><div>B. Arithmetic (Practical).</div></div></div>	<div><div><div>A. Reading.</div><div>B. Algebra.</div></div></div>	
<div><div><div>10 30 to 11 0</div></div></div>		<div><div><div>A. Writing on Slates.</div><div>B. Reading.</div></div></div>	<div><div><div>A. Writing on Slates.</div><div>B. Poetical Selections.</div></div></div>	<div><div><div>A. Writing on Slates.</div><div>B. Reading.</div></div></div>	<div><div><div>A. Writing on Slates.</div><div>B. Reading.</div></div></div>	
<div><div><div>11 0 to 11 30</div></div></div>		<div><div><div>A. Arithmetic.</div><div>B. Writing.</div></div></div>	<div><div><div>A. Tables.</div><div>B. Writing.</div></div></div>	<div><div><div>A. Tables.</div><div>B. Writing.</div></div></div>	<div><div><div>A. Arithmetic.</div><div>B. Writing.</div></div></div>	
<div><div><div>11 30 to 12 0</div></div></div>		<div><div><div>A. Geography.</div><div>B. Grammar.</div></div></div>	<div><div><div>A. Grammar.</div><div>B. Derivation.</div></div></div>	<div><div><div>A. Geography.</div><div>B. Grammar.</div></div></div>	<div><div><div>A. Geography.</div><div>B. Grammar.</div></div></div>	
<div><div><div>12 0 to 12 40</div></div></div>	Call Rolls and enter Daily Report—10 minutes. Recess—Play—12h. 10m. to 12h. 40m.					Religious Instruction.—If not, examination for removal and promotion in the several classes. School Accounts.—See Time Table No. 1.
<div><div><div>12 40 to 1 0</div></div></div>	<div><div><div>A. Lesson on Objects.</div><div>B. Writing from Dictation.</div></div></div>	<div><div><div>A. Lesson on Form.</div><div>B. Writing from Dictation.</div></div></div>	<div><div><div>A. Lesson on Objects.</div><div>B. Practical Geometry.</div></div></div>	<div><div><div>A. Lesson on Form.</div><div>B. Writing from Dictation.</div></div></div>	<div><div><div>A. Lesson on Objects.</div><div>B. Writing from Dictation.</div></div></div>	
<div><div><div>1 0 to 1 30</div></div></div>	<div><div><div>A. Reading.</div><div>B. Geography (Descriptive).</div></div></div>	<div><div><div>A. Reading.</div><div>B. Geography (Descriptive).</div></div></div>	<div><div><div>A. Subjects of Lessons.</div><div>B. Geography (Mathematical).</div></div></div>	<div><div><div>A. Reading.</div><div>B. Geography (Descriptive).</div></div></div>	<div><div><div>A. Reading.</div><div>B. Geography (Local).</div></div></div>	
<div><div><div>1 30 to 2 0</div></div></div>	<div><div><div>A. Grammar.</div><div>B. Mensuration.</div></div></div>	<div><div><div>A. Geography.</div><div>B. Book-keeping.</div></div></div>	<div><div><div>A. Prefixes and Affixes.</div><div>B. Geometry.</div></div></div>	<div><div><div>A. Geography.</div><div>B. Book-keeping.</div></div></div>	<div><div><div>A. Grammar.</div><div>B. Mensuration.</div></div></div>	
<div><div><div>2 0 to 2 30</div></div></div>	<div><div><div>A. Reading.</div><div>B. Natural History.</div></div></div>	<div><div><div>A. Reading.</div><div>B. History.</div></div></div>	<div><div><div>A. Natural History.</div><div>B. Literary Class-book.</div></div></div>	<div><div><div>A. Reading.</div><div>B. History.</div></div></div>	<div><div><div>A. Reading.</div><div>B. Natural History.</div></div></div>	
<div><div><div>2 30 to 3 0</div></div></div>	<div><div><div>A. Writing on Paper.</div><div>B. Reading.</div></div></div>	<div><div><div>A. Writing on Paper.</div><div>B. Reading.</div></div></div>	<div><div><div>A. Writing on Paper.</div><div>B. Subjects of Lessons.</div></div></div>	<div><div><div>A. Writing on Paper.</div><div>B. Reading.</div></div></div>	<div><div><div>A. Writing on Paper.</div><div>B. Reading.</div></div></div>	
<div><div><div>3 0 to 3 30</div></div></div>	Religious Instruction. (See Note * last page).					

TIME TABLE (No. 3) for a GIRLS' SCHOOL of 40 to 60 Pupils with a Two-fold Division of the School under a Mistress and a paid or an unpaid Monitor, or with a Work-mistress.

A. Junior Division, includes pupils in First and Second Books. B. Senior Division, includes pupils in Sequel and Third, or in Fourth Books.

Hour.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	
<div>8 M. 9 0 to 10 0 10 0 to 10 0</div>	Teach Monitors and Senior Class. Prepare School for business. Inspect Pupils as to personal cleanliness.)						
<div>10 0 to 10 30</div>	<div>{ A. Reading. B. Arithmetic.</div>	<div>A. Reading. B. Arithmetic.</div>	<div>A. Reading. B. Mental Arith. and Tables.</div>	<div>A. Reading. B. Arithmetic.</div>	<div>A. Reading. B. Arithmetic.</div>	Religious Instruction.—If not, examination for removal and promotion in the several classes.	
<div>10 30 to 11 0</div>	<div>{ A. Writing on Slates. B. Reading.</div>	<div>A. Writing. B. Reading.</div>	<div>A. Writing on Slates. B. Girls' Book.</div>	<div>A. Writing. B. Reading.</div>	<div>A. Writing on Slates. B. Reading.</div>		
<div>11 0 to 11 30</div>	<div>{ A. Arithmetic. B. Writing.</div>	<div>A. Tables. B. Writing.</div>	<div>A. Arithmetic. B. Book-keeping & Forms of Accts.</div>	<div>A. Tables. B. Writing.</div>	<div>A. Arithmetic. B. Writing.</div>		
<div>11 30 to 12 30</div>	<div>{ A. Geography. B. Writing from Dictation.</div>	<div>A. Grammar. B. Writing from Dictation.</div>	<div>A. Geography. B. Writing Forms of Accounts.</div>	<div>A. Grammar. B. Writing from Dictation</div>	<div>A. Geography. B. Writing from Dictation</div>	School Accounts.—See page 167.	
Call Rolls—Enter Daily Report—10 minutes. Recess—Play—12h. to 12h. 30m.							
<div>12 30 to 1 0</div>	<div>{ A. Reading. B. Grammar.</div>	<div>A. Object Lesson. B. Derivation.</div>	<div>A. Natural History. B. Parsing.</div>	<div>A. Object Lesson. B. Derivation.</div>	<div>A. Reading. B. Grammar.</div>		
<div>1 0 to 1 30</div>	<div>{ A. Writing. B. Geography (Local).</div>	<div>A. Writing on Slates. B. Geography (Descriptive).</div>	<div>A. Tables. B. Geography (Mathematical).</div>	<div>A. Writing on Slates. B. Geography (Local).</div>	<div>A. Writing. B. Geography (Descriptive.)</div>		
<div>1 30 to 2 0</div>	<div>{ A. Needlework, &c. B. Reading.</div>	<div>A. Needlework, &c. B. Reading.</div>	<div>A. Needlework, &c. B. Poetical Selections.</div>	<div>A. Needlework, &c. B. Reading.</div>	<div>A. Needlework, &c. B. Reading.</div>		
<div>2 0 to 2 30</div>	<div>{ A. Geography. B. Needlework, &c.</div>	<div>A. Grammar. B. Needlework, &c.</div>	<div>A. Geography. B. Needlework, &c.</div>	<div>A. Grammar. B. Needlework, &c.</div>	<div>A. Geography. B. Needlework, &c.</div>		
<div>2 30 to 3 0</div>	<div>{ A. Reading. B. Needlework, &c.</div>	<div>A. Reading. B. Needlework, &c.</div>	<div>A. Reading. B. Needlework, &c.</div>	<div>A. Reading. B. Needlework, &c.</div>	<div>A. Reading. B. Needlework, &c.</div>		
Religious Instruction. (See Note * page 137).							

These divisions of time are submitted solely with a view to lay before the teacher such apportionment of the school hours, amongst the several subjects, as may suggest the adoption of a practical timetable suited to the special circumstances of each school. A three-fold division of a school can scarcely be carried out without a gallery, or a class-room, and a head and assistant-teacher, aided by a paid or an unpaid monitor.

APPENDIX C.

LIST OF NATIONAL SCHOOLS CONDUCTED BY NUNS.

No.	COUNTY.	SCHOOL.	Designation of the Religious Order of the Community.	Became a National School in
1	Cork, .	Bandon, .	Presentation, .	1848
2	"	Blackrock, .	Ursuline, .	1860
3	"	Charleville, .	Sisters of Mercy, .	1832
4	"	Doneraile, .	Presentation, {	1844
5	"	Fermoy, .		1840
6	"	Kinsale, .		1845
7	"	Mallow, .	Sisters of Mercy, {	1845
8	"	Mallow, Infant, .		1846
9	"	Midleton, .		1833
10	"	Midleton, Infant, .	Presentation, {	1846
11	"	Mill-street, .		1840
12	"	St. Nicholas (Cork), .		1850
13	"	Youghal, .	Presentation, {	1843
14	"	Youghal, Infant, .		1847
15	Kerry, .	Cahiriveen, .		1841
16	"	Castleisland, .	Sisters of Mercy, {	1842
17	"	Dingle, .		1832
18	"	Killarney, .		1833
19	"	Listowel, .	Presentation, {	1844
20	"	Milltown, .		1839
21	"	Tralee, .		1833
22	Limerick, .	Newcastle, .	Presentation, {	1850
23	"	Perzy-square, .		1849
24	"	St. John's, .		1847
25	"	St. John's Infant, .	Sisters of Mercy, {	1848
26	"	St. Mary's Industrial, .		1848
27	"	Ss. Mary & Munchin's, .		1833
28	"	St. Munchin's Infant, .	Presentation, {	1841
29	"	Sexton-street, .		1848
30	"	Sexton-street, Infant, .		1849
31	Tipperary (part of)	Cashel, .	Presentation, {	1833
32	"	Thurles, .		1844
33	"	Thurles, Industrial, .		1847
34	"	Thurles, (Girl's) No. 2, .	Ursuline, .	1845
35	Waterford (part of)	Cappoquin, .	Sisters of Mercy, .	1850
36	"	Irishtown (Clonmel), .	Presentation, {	1846
37	"	Lismore, No. 2, .		1845
38	"	Tallaght, .		1837
39	Carlow (part of), .	Bagnalstown, .	Carmelite, .	1839
40	Kilkenny, .	Castlecomer, .	Presentation, {	1836
41	"	Kilkenny, .		1834
42	Galway, .	Newtownsmith, .		1845
43	"	Rahoon, .	Sisters of Mercy, .	1832
44	"	Taylorshill, .	Presentation, .	1848
			Dominican, .	

At Queenstown (late Cove), Mitchelstown, Skibbereen, Rathkeale, and Limerick, other Schools under Nuns, and intended to be connected with the Board, are about to be established.

NATIONAL SCHOOLS UNDER MONKS.

No.	COUNTY.	SCHOOL.	Religious Order.	Became a National School in
1	Clare, .	Ennistymon, .	Christian Brothers	1832
2	Cork, .	Gt. George's-street, .		1848
3	"	Douglas-street, .	Presentation, {	1848
4	Kerry, .	Killarney, .		1838
5	Galway, .	Galway, .	Brothers of St. Patrick, .	1832

COUNTY.	Roll No.	NAME OF SCHOOL.
District 31. { 68. Clare, - 69. " -	- 4050	Ennis Jail, - . - - Lysheen, - - - -
District 27. { 70. Cork, - 71. " - 72. " - 73. " - 74. " - 75. " -	2959 6070 3545 5589 5477 2635	Ahayohill, - - - - Carey's Cross, - - - - Cork Workhouse (Infants'), - Gurteenomahon, - - - - Laragh, - - - - Newcestown, - - - -
Dist. 23. { 76. " -	499	Rossmore, - - - -
District 29. { 77. Kerry, - 78. " - 79. " - 80. " - 81. " - 82. " - 83. " -	1695 5870 2858 1279 2417 1697 1601	Ardamore, - - - - Castleisland (No. 2), - - - Clonmillane, - - - - Ferriter, - - - - Fieries, - - - - Vicarstown, - - - - Tiernaboul, - - - -
District 25. { 84. Limerick, - 85. " -	2184 1868	Caherilly, - - - - Cahirline, - - - -

* Column 28, so far as the Girls (G.) are concerned, 1

" 29, " " " 30, " " "

NOTES ON EIGHTY-SIX SCHOOLS

VISITED IN 1850.

BY

JAMES W. KAVANAGH, ESQ., HEAD-INSPECTOR.

School. 1. School-house, Premises, and Repair. 2. Furniture and Apparatus. 3. Cleanliness. 4. Organization of School. 5. Classification of Pupils. 6. Order and Discipline. 7. Teacher's Home. 8. Skill and Method. 9. Answering of Classes. 10. General Observations.

Ballineally Boys'.—1. A slated house, two stories; vested; boys' school below, girls' above. Neither tablets nor black boards. Map of world only. 3. Very fair. 4. Very inferior. 5. Accious: much too high. 6. Order medium, no particular school discipline. 7. Whole of the £19 from the Board; no fees; no local aid. 8. Both rather inferior, considering he is a trained teacher. 9. Unsatisfactory. Style of reading bad and indistinct; little inference. Of the thirty-two in Second or higher Books not one could distinguish the parts of each. None knew the outlines of the map of the world. Of fourteen learning arithmetic three could enter correctly from dictation a number up to millions, two worked a question in subtraction, and two did one in practice. 10. Patron deems it right to strongly urge use of the Scripture extracts; from teacher's statement it would appear patron is not aware that the use of these, like all books of the commissioners, is subject to parental control and approbation.

Clonmany Boys'.—A commodious, slated house, two stories; vested; in inferior repair. Of not well kept. 2. Overcrowded with desks, no room for classes. Neither tablet-lessons nor black boards. Two maps, these in tatters. 3. Whole premises most neglected and untidy. 4. Teachers have no idea of what it is. 5. Quite too high. 6. Unsatisfactory. 7. Principal and assistant have no income but the £10 derived by each of them from the Board. Assistant, who only fourteen years of age, is a very smart and intelligent lad; average attendance does not quire an assistant's services. 8. Inferior. 9. Highly unsatisfactory (*see tabulation*). 10. The children here are very intelligent, and it is a great pity to see this fine room, which would accommodate two hundred, with an attendance of only seventeen pupils: it is owing solely to inadequacy of support, and consequent inefficient teachers. Three have been removed in less than two years.

Ennis Boys'.—1. School-house slated; one story; in good repair; had formerly been a scholastic chapel; accommodates 200 pupils. 2. Desks well arranged; no tablets or black boards. 3. Good. 4. Good. 5. Pretty fair; somewhat too high. 6. Both good. 7. He has £10 from Dean Kenny, £5 fees, and £21 from the Board. 8. A very earnest, skilful, and conscientious teacher; was a pupil of a national school. 9. Present teacher in charge only three months, and, moreover, the assistant's place being vacant, he has not had sufficient aid to instruct an average attendance of 118 pupils; classes much improved under present teacher; room set for great progress, and which I have no doubt will be made. 10. The four schools in Ennis were heretofore badly conducted; under Dean Kenny's untiring watchfulness, and with the present staff of excellent teachers, they now give promise of efficiency, becoming the chief town of the county, and an intelligent and anxious population.

Kildysart Boys'.—1. A slated house; two stories; boys on ground floor; premises in the worst repair; offices not in repair or order; school vested in trustees. 2. No book-press; neither tablets nor black boards; no space on floor for classes; desks too many and too long. 3. Most deficient; sashes of windows quite rotten; ceiling broken; twelve panes of glass out; walls damp and not whitewashed; clay floor more uneven than a bad road; deep holes in it, and desks all over with the dust arising. 4. Entirely absent. 5. Not judicious; a third class should be the highest in the school; found a fourth and even a fifth in it. 6. Both extremely bad. 7. Teacher has a free house, with £2 14s. a year; receives no fees, and has no means of support for himself and his two children but the Board's salary, £22. Has been a national teacher over sixteen years, and is now scarcely able to attend his school, owing to ill-health; he has just claims for a retiring allowance. 8. He is not very skilful (was trained in 1835), and the state of his health is such as to greatly impair his efficiency. 9. The writing of the pupils is very careless and neglected; the style of reading is rather good, but the subject is rarely understood by the boys; although five could work sums in subtraction, and two in practice, there was only one boy could enter from dictation 10,040; grammar and geography are both fairly taught. 10. The school is on the northern bank of the Shannon in the Kilrush Union; pupils poorly clad; none pay any school-fees; the dilapidated state of the school-house and premises, the despondent air of the teacher, arising partly from illness, and partly from ill-requited public services, suggested most unpleasant impressions.

Newtonstactpoole Boys'.—1. A splendid house with a room on each story to accommodate 320 pupils; boys' room below; a vested school recently put in excellent repair by the patron, Dean Kenny; out-offices not yet repaired. 2. Excellent supply of desks, forms, black boards, &c. 3. Extremely creditable. 4. Good. 5. Medium. 6. Excellent. 7. Amounts to £29;

derived from fees, £10, together with Board's salary, £19. 8. He has considerable skill and energy, but his literary attainments are rather limited; he seems to like his business; his method is good, and I have strong hope of his having a flourishing school at next visit. 9. Present teacher in charge only nine months; the style of reading is respectable, but subject of lessons not well known; writing is fairly taught, and a few boys write a good hand; of twenty learning grammar, only two could parse an easy sentence, and five showed some acquaintance with the parts of speech; geography, little progress yet made; of twenty-four boys examined four knew notation, five subtraction, and three practice. 10. The general tone and aspect of this school was cheerful, homely, and pleasing; Dean Kenny and his curates visit several times in each week. The school is situated about a quarter of a mile from Ennis, and no child is admitted without payment of rates, which are 1d., 2d., or 3d. per week. This rule applies also to the Girls' school, which is held up stairs, and which I examined with great satisfaction. The mistress, who was a most devoted and painstaking teacher, has since died, and is succeeded by a very respectable and well-qualified teacher, who was trained in the Clonmel District Model School. The children of the poor of Ennis have two National Schools in the town (see No. 3) under Dean Kenny, open to them *gratuitously*, an equivalent for school fees being paid to the teachers by the manager, whilst the tradespeople, shopkeepers, &c., are required to pay for the tuition of their children in the Newtownstackpole schools. From the active exertions of Dean Kenny in the cause of education, I have no doubt the people of Ennis will shortly have as efficient schools as will be found, under similar circumstances, in any part of Ireland.

6. *Parteen Boys*.—1. This is a very neat building, consisting of two distinct one-story school houses (boys' and girls'), with a connecting portion forming a residence for the teachers, who are a married couple. It was erected at the sole or chief expense of the late Mr. Honan of Limerick, who, on his death, left £20 a year for its support. Over two acres of land (held rent-free) are attached to the teachers' residence, and upon which a cow-shed, &c., are in course of erection; the expense is defrayed by the Honan family, Dr. Kane (brother-in-law to the founder) acting as manager. The entire premises are very neat and tastefully kept, and reflect great credit on the memory of the founder, and on his surviving family, who appear to fully carry out his benevolent intentions. 2. All excellent and appropriate. 3. On the day of my visit business had just been resumed after the Easter vacation, during which the room had been whitewashed; the cleaning up and arranging of the furniture had not been completed, and in consequence there was much disorder and untidiness on that day. 4. Medium. 5. Injudiciously high. 6. Could not judge (see 3). 7. In addition to his class salary, (£22), he received £5 from the Commissioners for instructing the advanced boys on agriculture on the small farm attached; his house and land are worth £8, school fees £1—total £36 per annum, and £16 10s., his wife's salary: in all, £52 10s. 8. Both rather good, but ineffectual, if judged by the proficiency of the classes. 9. The boys read well; write very badly; have no knowledge of even the parts of speech; the outlines of the map of the world known by fire; of nine examined on arithmetic two knew notation, one subtraction, and one simple proportion; singing is not taught, although the teacher obtained a certificate of competency to teach it; the farm is managed very well, and the few grown boys work on it; spade husbandry only is practised, and much care and industry are bestowed on its culture; the agricultural class-book is read daily, but the general intelligence of the pupils is below its thorough comprehension. 9. A Protestant rector from the vicinity called on me in Limerick complaining that it had been stated to him that neglect and inattention were shown by the master in the literary instruction of some of the Protestant pupils of this school. I invited the clergyman to join me, and I drove out at once to inquire into the matter. The clergyman was present during the examination of the entire school, and left quite satisfied that the charge was wholly unfounded, as some of the very boys said to be neglected were at the heads of their several classes.

7. *Bandon Boys*.—Visited December 20th; school closed for vacation; examined assistant-teacher as to his competency; head-teacher recently appointed instead of the late master, who is now in charge of another National School in the town (see No. 14). There are two spacious school-rooms, which accommodate 190 boys; house and furniture in good repair; railing wanted along the edge of the loft to secure the pupils from falling over; rooms require to be whitewashed. Five years ago there was no National School in the borough or in the vicinity of Bandon, and owing to the exertions of the late parish priest (now Catholic Bishop of Cork), followed up by the zealous labours of his successor, there are now three excellent schools in the town, and three in the rural portion of the parish, having an aggregate attendance of upwards of 1000 children in them.

8. *Cork County Gaol*.—Two schools in connexion with the National Board are supposed to be kept in this prison; one, that for the female prisoners, is, and has for a long period been, wholly inoperative. The form of a school is kept up at the men's side of the prison, but on the two days that I visited it, it so happened that the persons usually instructed were not assembled. There is no regular or qualified teacher; one of the turnkeys, who in addition to his ordinary duty also discharges that of storekeeper, being schoolmaster. He is an intelligent turnkey, but has scarcely one of the qualifications required for the situation of prison schoolmaster. Untried boys under eighteen years of age are sent to the prison chapel, which is used as a school room, and there they receive such instruction in reading and writing for two hours daily as the turnkey is competent to afford them. There is a sort of register kept which sets forth the date of committal, name, age, religion, and amount of knowledge at entrance of each prisoner admitted to the school. I examined it from its commencement in September, 1842, up to the date of my visit, and it would appear from its records that the schoolmaster (turnkey) at times in charge was himself little versed in the practice of orthography. The only literary classification in the register is that under the heads: 1, Alphabet; 2, Spelling; 3, Reading; 4, Writing; and 5, Arithmetic; and during the years 1849 and 1850 there are none stated as learning the last two branches. Some idea may be formed of the average extent of knowledge amongst those attending the school from the records in the register. Thus of eighty-three present, fifty-six are entered under head 1, ten under 2, and seventeen under 3; none under 4 or 5; again, of seventy-four present, sixty-two appear under 1, five under

2, seven under 3; none under 4 or 5. The average number that attended school daily in 1849 was seventy-two, and in 1850, about forty-five. In the past year the highest number on any day was eighty, and on the last day of December, 1850, the attendance was only twenty-eight. There were 6,907 committals to this gaol in the year ending December 31, 1850, of whom 4,840 were males, and 1,967 females. Of these there were—

	Males.	Females.	Total.	Of every 100 committed.	
				Males.	Females.
Able to read and write . . .	681	156	837	14	8
Able to read only . . .	869	398	1,267	18	20
Could neither read nor write	3,290	1,413	4,703	66	72
Totals . . .	4,840	1,967	6,807	100	100

Of the above there were, under 17 years of age, 1,080 males, and 310 females.

	Males.	Females.	Total.	Of every 100 committed under seven years of age.	
				Males.	Females.
Able to read and write . . .	144	27	171	14	9
Able to read only . . .	227	64	291	16	21
Could neither read nor write	650	119	769	70	70
Totals . . .	1,021	210	1,231	100	100

Without entering on the question how and to what extent ignorance and crime are connected as cause and effect, there can be no doubt that in this instance there is some relation beyond mere accidental coincidence between both. Cork county has a population nearly equal to that of all Wales, not exceeded by that of any county in the British Empire—Yorkshire and Lancashire alone excepted—and greater than that of each of one-third of the political states of Europe. On so extensive a field a safe induction may be made, and after the most liberal allowance for the several considerations that enter into the question, such as the superior means and consequent removal from many temptations to crime which education in general indicates, there is left such a balance against ignorance, that no one can fail to associate it with crime, as at least an *indirect* cause.

From September 30, 1842, up to September 30, 1846, or a period of six years, there were admitted to the gaol school 1,321 male prisoners, Of these there were 93 Protestants, and 1,228 Catholics. There were of

Ten years of age, or under, . . .	20
Fifteen years of age, or under, . . .	462
Twenty years of age, or under, . . .	343
Over twenty years of age, . . .	496
Average age, 15 years.	

Of the 1,221, there were—

Unable to read, . . .	898 or 66 per cent.
Able or learning to read, . . .	455 or 34 per cent.
Able or learning to write, . . .	358 or 26 per cent.
Learning arithmetic, . . .	29 or 7 per cent.

Comparing these with the returns for the last year, and which have been more carefully kept and made out, I have no doubt they are considerably in excess, and entirely overstate the extent of knowledge of the prisoners for the six years.

The average number of prisoners in the county gaol each day during the year 1850 was 1,172. Males, 896; females, 286. The average number of male prisoners called together each day for literary instruction was 45, or only about one in twenty of the gross number confined; and for the literary instruction of the 286 females no provision whatever is made.

The industrial department is in a highly flourishing condition, and it is stated that considerable numbers who, on entering the prison, were mere unskilled labourers, were in the course of six months sufficiently perfect in tailoring, weaving, mat-making, and shoe-making as to earn their own livelihood on leaving.

I recommend that the board of superintendence of the gaol be requested to provide a suitable room, properly furnished and fitted for the purpose of a school-room. That two competent schoolmasters, and one schoolmistress be appointed; none of them to reside in the prison or hold any other office connected with it. That the salaries of the teachers should be: head-master, £80; assistant-master, £40, and mistress, £40 per annum, the Commissioners of National Education paying the salary annexed to each teacher's class, and which would be included in the sums named. Each prisoner to undergo a careful examination as soon after committal as possible, by the master or mistress, according to the sex of the party, in the ordinary branches of education: the results to be carefully registered and tabulated in a book for the purpose. Every untried and tried prisoner, under twenty years of age, whose period of confinement is expected to be one month, to attend the school for three hours daily, provided such can be done in accordance with the prison regulations. The chaplains to have authority to require, if they deem fit, the assistance of the teachers of their respective persuasions in communicating religious knowledge or religious instruction to those of their own communion amongst the prisoners, and to make regulations respecting the same.

9. *Cork Workhouse Boys*.—1. The schools of this, the largest workhouse in Ireland, consist of boys', girls', and infants' departments, all held in different houses in the establishment. That for boys is held on a portion of the second floor of a temporary house, on the right of the entrance to the workhouse grounds. The school-room is 150 feet long, 19 wide, and 10 feet high, is well lighted and ventilated, and would accommodate 475 scholars. Besides a school-room, it is also used as the room in which the boys take their meals, and instead of desks there are 24 tables, each about three feet wide, in the room. These so interfere with the effective area of the floor as to reduce the accommodation to that sufficient for about 350 pupils only. The average daily attendance for the year 1850 was 408, and sometimes the number present was so high as 752, from which it may be seen that, under such circumstances, the boys must be packed and crushed together to the peril of health and decency. There are tables, a black-board, maps, books, &c. 3. There were 170 said to be absent in the sick wards on the day of my examination, owing to cutaneous diseases, increased and spread chiefly in consequence of the over-crowding together of the boys; the school-room and furniture are kept cleanly. 4. Very unskilful. 5. Most erroneous. (*See tabulation*). 6. Both impossible from want of sufficient room. One of the teachers is wholly engaged, with rule in hand, in suppressing noise and riot. 7. Head master, £40 and rations; second master, £20 and rations. The rations, I was informed, consist of a pint and a half of stirabout, half a pint of milk, a pound of bread, and a pint and a half of turnip soup daily; also coals, candles, and an apartment. 8. Neither of them was trained; the head-master has been ten years conducting workhouse schools; is here only four months; he is entirely ignorant of geography, and is deficient in arithmetic; otherwise his scholarship is medium; he appears to be a very respectable man, but somewhat broken down in spirit from long toil in teaching. His brother, who is the second master, has neither taste nor qualification for his duties. He had been poor-rate collector in an adjoining union, and I regret to state that he was appointed second master here without even the form of an examination or of any inquiry into his attainments. He can read in a medium style, and can write legibly, but here his scholarship ends. He is unacquainted with the elements of grammar, geography, and arithmetic, and his orthography is very deficient. 9. Although there were 730 boys in the house suited to this school (7 to 15 years of age) there were only 511 present; of the remainder, 170 were absent owing to cutaneous diseases, and 45 were engaged in various ways through the house. Of the 511 present, 333, or 79 per cent. were in the alphabet; 14 boys can read the Second Lesson Book, and 22 can read the Third; so that of the 511 examined, only 36, or 7 per cent., can read correctly a simple narrative in words of two syllables; 4 boys, or 1 in 128, could distinguish the parts of speech; none knew the outlines of the great divisions of the earth; of 32 examined in arithmetic, none could enter, from dictation, a number consisting of seven places of figures, 5 worked a question in subtraction, and none could work a question in practice; the style of writing was inferior; only three wrote a medium hand. 10. Sufficient accommodation, in two separate rooms, is required for the numbers in attendance; at least four teachers should be appointed, two of whom would have charge of each of two schools, a junior and a senior; the head teacher should have a salary of at least £80 a-year, in addition to comfortable board and lodging, and should hold a position in the establishment suited to the importance and respectability of his office. He should have charge of the boys not only during school hours, but also at all other times; and arrangements should be made by which two of the teachers relieving the others, each of them could have three hours daily to devote to recreation or to study.

10. *Great George's-street Lancasterian Boys' School, Cork*.—1. Excellent; one very large school-room, which, with class-rooms, is capable of accommodating 1,000 pupils; house built and school opened in the year 1800; a national school since January, 1846. 2. Excellent. 3. Very good as to school furniture and premises; that of pupils rather inferior. 4. Good. 5. Too high. 6. Very good. 7. School is conducted by five monks of the Presentation order, who reside at their confraternity house, South Monastery, where there is also another very large school connected with the Board; there is a grant of £80 from the Commissioners; all the pupils are taught gratuitously, and the only other aid besides the Board's grant is the collection made at an annual charity sermon. 8. The monks are very devoted to their duties, are most methodical, and, considering that none of them has ever attended any training school, they show considerable skill in school management. The superior is an excellent scholar, and is most zealous in the cause of education. 9. On the day of my examination, a very large number of the most grown boys were absent attending religious duties. Of 77 examined in Third Lesson Book, only 10 read that book with ease and intelligence; 17 others read in an inferior style, the remainder being fit only for next lower book, and from which many of them had been only recently removed. The subject-matter of the lessons is not sufficiently known. Of the 77 boys, 2 parsed a sentence, and 25 showed some acquaintance with the parts of speech.

There is considerable room for improvement in geography, and of 77 examined in arithmetic, 8 only answered correctly in notation, 29 in subtraction, and 5 in practice; mensuration of surfaces is known by 2 boys, who also know a few books of Euclid, whilst 5 others show a pretty fair knowledge of the first book. Several are learning algebra, and a few learning trigonometry, but their progress in both is limited to the mere elements. Writing is carefully taught; the book-keeping exercises are neatly kept, and singing has been commenced; the moral tone of the pupils is good, and they all seem attached to the teachers. 10. Very many pupils of this school have raised themselves into important commercial and other situations in the city of Cork, and for the last half century it has been imparting the blessings of an excellent elementary education, together with moral and religious training, to the poor of the south-western quarter of the city; there are now three national schools—this, the South Monastery, Cork, and Killarney, conducted by the Presentation Monks.

11. *Kinsale Workhouse Boys'.*—1. The boys' school is held in the proper room in the house assigned to it; it is suitable in all respects. 2. Good. 3. Good. 4. Inferior. 5. Far too high. 6. Medium. 7. Rations, an apartment, coals, and candles, and £13 per annum. 8. Both very deficient. Examined him, and found his literary acquirements so inferior, that he is not fully qualified in the course prescribed for probationers. 9. Of 18 in third book only 9 read with ordinary intelligence; 80 read the second book fairly; the method of teaching the junior classes is most unskilful; the elements of grammar are known to 15, and 1 can parse; geography has not received attention; care has been bestowed on the writing copies, but of 31 examined on arithmetic, only 1 boy knew notation, and 3 subtraction. 10. I visited, during the Christmas vacation (December 30); the boys were, however, collected for me in order to examine them. The salary allowed to a teacher is wretchedly low, and though inferior the attainments and skill of the present master, they are not adequately remunerated. An assistant is also required, the average daily attendance (148) for the past year being far beyond the physical or moral ability of a single person to instruct.

12. *Mallow Boys'.*—1. House three stories high, slated; had been a private house; is rented by the parish as a school-house, for which it is most unfitted in every respect; there are no out-offices and school situated in the centre of the town. 2. Furniture crowded and badly arranged; no space on floor for class-teaching; no book-press; a supply of maps, black boards, &c. 3. Inferior; school-room untidy. 4. Medium. 5. Not judicious. 6. Difficult to maintain, owing to the circumstances of the school. 7. Entire income, £55, made up of £22 from the Board, £20 from parish, £10 fees, and £3 value of two free rooms in school-house; is a National teacher for the last fourteen years; is married, and has a family; is also clerk of the chapel; salary, £2. 8. He is a pretty fair scholar, and of moderate skill, and I think a conscientious man; nevertheless his school is below mediocrity; one chief cause is the want of sufficient help, there being only a paid monitor with him to teach an average attendance of 117 pupils. 9. On the whole the style of reading was fair, and by a considerable number when compared with the classification; in Scripture history and general intelligence there was great deficiency; the answering in geography was also bad; of 57 learning grammar, 24 knew the parts of speech, but no one could parse a simple sentence; in arithmetic, of 58 examined, 8 knew notation, 18 subtraction, and 13 practice; mensuration of surfaces is known by 2, and one book of Euclid by 6; writing is careless, and the copies scribbled and containing foolish songs; the junior classes are very fairly taught. 10. There is a considerable number of Protestant pupils attending this school. Mallow contains 6,851 inhabitants, and it is to be deplored that some adequate school-house is not supplied for the instruction of the male children of so great a population. There is ample provision made for the accommodation of the girls in the National schools conducted by the Sisters of Mercy, whilst the boys' school-house is eminently unsuited for its object.

13. *Middleton Workhouse Boys'.*—School held in the workhouse at present, but is about to be removed to Ballick Auxiliary House, distant about a mile, and in which it had been held for three years previous to September last; room accommodates only 210, although there were 294 present at my visit, and a daily average attendance of 285 during the last year. 2. Very fair. 3. Good. 4. Good. 5. Pretty fair. 6. Excellent. 7. £25, and rations worth £20; acts as master of the Auxiliary House, the duties of which he discharges, as well as those of his own office as teacher. 8. His literary acquirements are limited, being below those required for second class teachers; his school, nevertheless, is highly creditable to him. 9. The best I have met with in any workhouse school for many years. Reading, spelling, grammar, geography, arithmetic, and writing, are all fairly, and considering the circumstances of workhouses, extremely well taught. 10. The conduct and order of the boys were excellent during my examination, and on the whole few schools afforded me greater pleasure. The number of pupils over 15 years was 80, or over one-fourth of the whole number present. The guardians have lately taken a farm of thirty acres from Lord Middleton; it is situated about half a mile from the workhouse, and is rented at £1 10s. an acre. The boys over 16 years of age work on it from nine to four o'clock. About twenty acres are under preparation for flax: this is a step in the right direction, but all the boys over twelve years of age, and who are able to read, write, and cipher, should work on the farm for six, whilst those over fifteen years, and who have made similar literary progress, should work for eight hours daily. Two assistants should be appointed, and a scale of salaries laid down. Head teacher, £35 and rations; second teacher, £25 and rations; third teacher, £15 and rations.

14. *Shannon-street, Bandon, Boys'.*—1. Rooms rented at £12 per annum, on the second floor of a public coach-office in the town. 2. Very fair. 3. Good. 4. Medium. 5. Tolerable. 6. Good. 7. Teacher in this school not quite two months; salary from the Board, £21, and fees amounted last year to £17 16s. 5d.; he expects some additional aid from the manager; has a tuition worth £6 per annum. 8. Teacher is a very excellent scholar, and obtained a high rank in the training department. It remains now for him to show successful skill and industry in the management of his school. 9. Only 18 pupils present; answering rather inferior. 10. Since this school was opened towards the end of 1848, there have been four teachers in it; one left to study divinity; one left owing to reduction of salary, and since he has been appointed an assistant teacher in the Dublin Model Schools; one was lately dismissed owing to incompetency, and the present is the fourth teacher. So wedded are the people to the unskilful me-

thods of teaching heretofore used, that on the occasion of the removal of the late teacher for incompetency, almost the entire pupils followed him to a cabin, where he had set up a private school.

15. *Claddagh Boys*.—Visited September 30th. The Commissioners having in contemplation the introduction of navigation as a branch of instruction into schools in seaport towns, the object of my visit was to ascertain the qualifications of the teacher, the proficiency and average age of the senior boys, the number whose parents are connected with nautical life, and the general suitability of the school for the purpose in view. The master is well qualified to instruct young men in the course required (seamanship alone excepted), not only for the merchant service, but also to prepare them in the full entrance course required for marine cadets, and, with some practice in observing with the sextant, &c., under the direction of a skilful officer, would readily qualify himself in the programme for naval instructors, as set forth in the Admiralty's minute of September, 1842. About twelve boys are old enough, and of such proficiency as fit them to enter on the use and application of logarithms, and the elementary course preparatory to the study of navigation. The entire school, boys' girls' and industrial departments, is well conducted, well furnished, and kept cleanly; and the clergymen, Rev. Messrs. Folan and Rush, to whose unremitting exertions its erection and support are mainly due, must feelamply rewarded for their labours in the improved habits, moral and industrial, and the awakened intelligence of the children of the numerous tribe of Claddagh fishermen.

16. *Ardfert Boys*.—Closed when I visited, Feb. 15th, teacher having been summoned as a witness to the petit sessions. Visited again before ten o'clock on the 27th February; pupils not assembled; examined and checked school-accounts. Highest number on books for 1849, 118; on rolls now, 93; average attendance, 47.

17. *Ballymillane Boys*.—1. A one-story slated and vested house, divided by a partition into two rooms, one for boys and one for girls; in very bad repair. 2. Inferior. 3. Bad. 4. None. 5. Injudicious. 6. Bad. 7. Teacher was in the training department, Dublin, when I visited; his place was supplied by a man utterly unsuited to the charge of a national school; salary, £10 per annum. 8. None. 9. Did not fully examine the pupils; no signs of intelligence amongst them. 10. Substitute teacher not in attendance when I visited; did not arrive for an hour or more after; house and premises in great need of repair.

18. *Blencroft Boys*.—1. A one-story slated not vested house; two rooms, one for boys and one for girls; in good repair, and well kept. 2. Both good. 3. Very good. 4. Tolerable. 5. Too high. 6. Good. 7. His entire income is that from the Board, £25; no local aid; no school fees; he keeps a public house in Tralee. 8. A very good scholar, trained, and very highly classed; very deficient in skill and method. 9. Reading has not received due attention, the number of fluent readers being few, and the pronunciation of even these is marked by defects which care would remedy; of 38 said to learn grammar, 4 knew the parts of speech, and 2 could parse a sentence; style of penmanship is good, and several write a fair business hand; the children show no knowledge of geography; out of 38 examined on it, only two could trace the leading outlines of the map of the world; the answering in arithmetic was also very unsatisfactory. I do not attribute the backward and inefficient state of this school to neglect or inattention, but rather, or chiefly, to want of skill and method. 10. The arrangement of the school furniture is bad, and affords scarcely any room on the floor for classes; the out-offices are too near the school.

19. *Bouleshoore Boys*.—1. A two-story vested house; medium repair; no out-offices; boys' school on the upper, girls' on the lower floor. 2. Wants a good black board; desks and forms fair. 3. Very good. 4. Excellent. 5. Good. 6. Excellent. 7. Board's salary, £22; fees, £1 10s.; total, £23 10s.; pays £3 rent for a house, and on the remaining £20 10s. has to support a wife and six children. 8. No school examined by me last year gave me greater satisfaction; and when it is considered that the locality is very remote and poor, the school rarely visited by any one besides the inspector, and scarcely any support given to the teacher, the greatest credit is due to him. 9. The style of reading is very pleasing, and the subject-matter understood by all the pupils; they spell very well: of 65 boys present, 40 knew the parts of speech, 11 parsed a sentence correctly, 15 knew the map of the world, 11 the maps of Europe and Ireland, and 6 showed an accurate general knowledge of mathematical geography; 8 knew the ordinary Greek and Latin roots; only 4 answered correctly in notation, 12 in subtraction, and 10 in practice; 6 boys know one and 5 know three books of Euclid; 2 knew mensuration of plane surfaces; 3 learn algebra, and of sixteen copies, the penmanship of 9 was very fair. The pupils are most intelligent, and their conduct during the examination was unexceptionable. 10. This school is situated in the peninsula between the mouth of the Shannon and Ballyheigh Bay, on the side of the elevated ridge which overlooks both; the soil is very light and poor, and the population, densely scattered over it previous to 1845, has, by the successive failures of the potato crop, been reduced by at least one-third. The cabins in the vicinity are most wretched as human habitations. This teacher has been promoted a grade in his class (to second division of first), and has further received a special premium of £3 on my recommendation.

20. *Bracklum Boys*.—A slated two-story vested house; boys' school held on the lower, girls' on the upper floor. 2. Too many desks and forms, too little room for classes; no black board, nor tablet-lessons; no maps; repair of furniture good; walls and ceiling damp. 3. Inferior. 4. Bad. 5. Medium. 6. Could scarcely judge from the numbers present. 7. Board's salary, £15; grant from Lord Cork, on whose estate school is built, and who gave free site, £5; fees for last year, 5s.; total £20 5s.; to pay rent and support and clothe self, wife, and 6 children. 8. Both inferior; he has not been trained. 9. Of the fourteen boys present 6 can read an easy narrative in words of two syllables, and two can work subtraction. This is the extent of information in the school. 10. School is situated at the village of Ounascall, nearly midway between Dingle and Miltown, and about three miles off the coast of Dingle Bay. It is at the foot of a range of mountains which are about 2000 feet high; the people are reduced to the lowest poverty; they are all but naked; very few speak English; the scenery here is truly magnificent.

21. *Castlegregory Boys*.—A slated two-story vested house; boys' room below; girls' above stairs; too near the public road. 2. Good; no black board. 3. Very deficient. 4. Medium.

5. Pretty fair. 6. Middling. 7. Board's salary, then £10, now £15; fees, 23; total, £17. 8. Pretty fair, considering that he was not trained. 9. The pupils are too highly classed; the third is the highest book for which they are fit; of 42 in that or in the 4th book, only 19 can read with ease and intelligence. Only one boy had any idea of the situations of the leading countries on the map of the world; 23 knew the parts of speech, and 13 parsed a sentence; of 26 examined in arithmetic, 8 knew notation, 17 subtraction, and 8 practice; of 31 copies shown, 13 were very fair specimens of handwriting; 1 boy answered pretty well in two books of Euclid, and 2 are fairly taught the elementary rules of algebra. 10. School is in the village of Castlegregory, on the edge of Tralee Bay, and on the old road from Tralee to Dingle; the Protestant rector visits it frequently, and takes considerable interest in its working; the children are very intelligent, and, through the influence of the school, they all speak English fluently, although very few members of their families use any other language than Irish.

22. *Chapeltown Boys*.—1. School opened in 1848, in a thatched one-story house, or cottage, rented for the purpose; the parish priest and the farmers promised to pay £4 rent, but this not having been paid lately, the landlord turned out the teacher and scholars, took down the inscription, kept possession of the books of school accounts, and converted the room into a barn; the scholars were then removed to another room in the village; on the occasion of my visit, however, and having promised to pay the rent, the landlord allowed the scholars back to the original school room. 2. Furniture consisted of a few small tables, borrowed from the neighbours, and the forms from the adjoining chapel, which were used here during the week; there was a desk and press; no black-board. 3. Turnips and straw only in the room at my visit. 4, 5, 6, and 9. Did not examine pupils, as there was no regular school. 7. The teacher was at the Model School in Dublin when I visited; his place was filled by a young man who acted as substitute; he had no income beyond the £10 allowed by the Board. 8. He has had no instruction in school-keeping. 10. School is situated at the north entrance of Tralee Harbour, behind some of the bow-hills formed by the sand-drifts; the people of the village support themselves chiefly by fishing; they are very poor, and it is a pity to see so populous a locality, within four or five miles of Tralee, the chief town of the county, destitute of a proper school-house for the instruction of the youth of either sex.—See 38, *Ballygannan Girls*.

23. *Clogher Boys*.—1. House slated, one story, divided into two rooms, one for boys and one for girls; not vested; clay floor very bad; never plastered nor whitewashed; no out-offices. 2. The only furniture is three small tables, four forms, and a few rude sticks stretched over stones as benches; no tablets; no teacher's desk; a rude cupboard as a book-press; no black-board; no map. 3. Extremely bad. 4. None. 5. Bad. 6. None. 7. The Board's salary only £10; present teacher in office a month only; has not yet received any fees. 8. Examined him as to qualifications; found he was not acquainted with the entrance course required for probationers, and considering his advanced age (57 years), I recommended his removal; he had been keeping a private country school for thirty-five or forty years. 9. Did not examine classes. 10. School built for several years, roof and walls good, but otherwise unfinished and unfurnished. At the general examination (held 1848) an incompetent teacher was examined for this school, and although the Board then withdrew salary, he was retained in office until February, 1849; a somewhat better master then succeeded, but he left, owing to want of local support, and from November to last February the school was vacant, as no qualified person would accept its charge. The parish priest was present during my inspection; he states that he cannot raise funds either to finish the school-house or to support competent teachers. The female teacher is daughter to the master.

24. *Currens Boys*.—A slated one-story house; separate rooms for boys and girls; premises vested in the Commissioners; repairs fair. 2. Fair; black-board too small. 3. Good. 4. Medium. 5. Too high. 6. Good. 7. Salary from Board, £14, when I visited; is now £17; fees for past year, £2, out of which teacher expended £1 on maps, clock, &c.; total, £18. 8. Inferior; has since been sent to the training department. 9. Of 27 boys in the three highest books, only 6 were able to read the third lesson-book intelligently; these 6 boys were also acquainted with the outlines of geography, and able to parse a sentence. 10. Of 62 boys present, only 15 had shoes; the remainder were barefooted, although the weather was extremely cold; the people here are extremely poor, and the chief food of many of them was turnips; they are very anxious to have their children instructed, and since the school was opened in 1848, much good has been done.

25. *Dingle Boys*.—This is a very fine house, standing on an acre of land near the town of Dingle. It is two stories high, and is a vested school-house. Some time past a school under the ladies of the Presentation Order having been opened at the convent, the female branch of the school heretofore held in this house was transferred thereto; the boys' school, however, continued open until the 18th of December last, although, owing to the opening of a school under the Christian Brothers in the year 1848, the average attendance has since been much reduced, amounting to 39 only during the past year. The schools are now permanently closed. The chief object in view in transferring the instruction of the children to monks and to nuns is the desire to give them a good literary education, together with a superior religious training, and further to train up the Roman Catholic youth of the vicinity to resist the inducements held out to them in the locality to conform to the Protestant religion. The town and vicinity have for some years past been the scene of bitter and angry religious contention, and at the period of my visit, a large body of police, sent specially from Dublin, was required to maintain peace and order. At the petit sessions and assizes, several cases of assault, &c., arising from these contentions, were brought forward for trial. The school under the ladies of the convent is, but the Christian Brothers' school is not, in connexion with the National Board. The fine house vested in trustees, and built at an expense of £209 to the state, and at considerable expense to the locality, is now closed, useless, and must soon become a wreck.

26. *Dingle Workhouse Boys*.—Visited February 21st; the school was held in Lisearney Auxiliary House, near the top of Connor Hill, until three weeks previous to my visit; present house is a large store near the town, and which is about to be fitted up for the purpose of accommodating all the boys from 5 to 14 years of age; contains no school furniture except forms and tablet-boards; no organisation or school arrangement since boys were removed to

this house; the only lesson is one of three hours' duration in the Catholic Catechism daily: there were 140 boys in the house when I visited; some were playing on the public road adjoining, and others were dispersed through the several rooms. There was no appearance of, or provision for a school. From September '49, no accounts of the attendance of the pupils, or school record of any kind had been kept. The teacher is also master of this workhouse; his salary is £90, rations, and residence. I examined him, and found him utterly incompetent to teach a school of even the humblest character; he was then in office nearly 18 months.

27. *Knockaderry Boys*.—1. A vested house, slated, one story; separate rooms for boys and girls; school and out-offices require repairs; site and entrance to school very wet and dirty. 2. Pretty fair. 3. Deficient. 4. Inferior. 5. Medium. 6. Pretty fair. 7. Was £10 from the National Board when I visited; is now £15; Earl of Kenmare, £4 12s. 3d. yearly; fees, £1: total, £90 12s. 3d. Pays £2 rent for his house, and on the remainder (£18 12s. 3d.) has to support and clothe his wife and three children. 8. Medium. 9. Although the teacher is of very limited acquirements, the pupils show considerable intelligence, and are in a fair way of getting a plain elementary education. Of 31 in the second and higher books, 13 can read fairly, and 10 others are quite equal to any part of the second book; 20 boys know the parts of speech, and 2 can parse; they have as yet made little progress in geography. Owing to want of slates (only six in school), I could not examine fully on arithmetic; answered correctly in notation, 5 in subtraction, and 3 in practice. The writing-copies are neat, and the penmanship good. 10. Only 4 or 5 of the 40 boys present had shoes; their parents are wretchedly poor; constantly hearing nothing but Irish at home, and constantly speaking it themselves, the children's pronunciation of English is affected materially thereby, and words beginning with a, o, e, ch, s, sh, th, wh, v, w, &c., are all mispronounced—not, however, so as to impair the fluency and intelligibility of the reading to those accustomed to these provincialisms. The teacher explains the meaning of the English words in *Irish* for the children.

28. *O'Dorney Boys*.—1. A vested house, slated, two stories; boys' room below, girls' above. 2. Fair; no map. 3. Good. 4. Medium. 5. Inferior. 6. Good. 7. Income from the Board, £21; fees for last year, 10s.: total, £21 10s. 8. Tolerable. 9. The pronunciation both of teacher and pupils is strongly marked by the *Celticisms*, so to speak, referred to in report on the last school; few read with ease and intelligence; the spelling in the junior classes is bad; otherwise they are carefully taught; the writing copies are few, from want of a supply of stationery, and they exhibit bad spelling, scribbling, and a great want of attention; of 12 examined in notation, 2 solved the questions correctly; of 12 in subtraction, 11 were correct, and of 10 in practice, 3 were correct. In geometry 1 boy knew four books, 1 two books, and 1 knew one book; 3 boys are working the elementary rules of algebra. 10. The parish priest was present during my examination; he stated he would have the play-ground, which was quite wet, drained, and a supply of books and maps provided. Of the 25 boys present there were 11 barefooted.

29. *Rathmore Boys*.—1. A vested house, two stories; boys' room on lower floor; repairs good, except the dampness of the walls and floor. 2. Good. 3. Good, except the out-offices, which are in a very discreditable state. 4. Medium. 5. Too high. 7. Board's salary, £22; yearly bequest by the late Mr. Cronin, The Park, Killarney, £6 18s.; fees, £1 5s.: total £30 3s. He also holds a farm of thirty acres, at a rent of £25; the farm is about a statute mile from the school. 8. Both very fair. 9. The general answering of the classes, and the extent of information in the school were not satisfactory. One boy, aged seventeen years, answered well in grammar, geography, arithmetic, and the subjects treated of in the lesson-books; he also gave me excellent answers in mensuration of surfaces, four books of Euclid, and in Algebra, including quadratic equations. With the exception of the penmanship, which was pretty fair, all the other subjects evinced some neglect. 10. Teacher's pronunciation very rough; he says, "Speek nishly" (speak nicely) &c., when addressing the pupils. The girls' school is a model of cleanliness, neatness, order, and humanising tastes; the answering of the senior class was excellent; all parsed a sentence most correctly; school near the junction of the counties Cork and Kerry, and on the road from Millstreet to Killarney.

30. *Tralee Boys*.—1. This is a very large house adjoining the chapel; it is two stories high; the school is held on the lower floor, the upper room being idle; boys' room would accommodate 328 pupils; repairs good. The want of a play-ground is much felt. 2. There are too many desks, and these are crowded and very badly arranged; there is no floor-area for class-teaching; a teacher's desk and a book-press are required. 3. Inferior. It appeared to me that no attention had been given to the personal cleanliness of the pupils; ventilation, and the means for it, are imperfect. 4. Very inferior. 5. Most injudicious. 6. Both very bad. The pupils all wear their caps during the entire school-time, and the noise and disorder are suppressed by force of cat-o-nine-tails alone. When I visited, it looked as little like a school as could be conceived. 7. Head teacher has £30 from the Board, and £10 from the locality: total, £40; second teacher, £10 from the Board (his class salary is £15), and £14 from the locality: total, £24. 8. Head teacher a good scholar, and a very respectable and conscientious man, but although a zealous and attentive is a most unskilful teacher; second teacher appeared to be solely engaged in keeping *seeming* order, by walking up and down, and lashing with a heavy eight-tailed whip, well knotted, such boys as made noise, or left their places; the head-teacher only gave instruction; the assistant or the paid monitor gave none. 9. I spent portions of three days examining this school. The junior classes are taught by monitors chiefly: the method is of the worst kind, and the children have most of the lessons by rote, without an individual word, or the meaning of the subject being known; some who had gone five to seven times over the second lesson book and the sequel, could not read a single sentence accurately; they spell badly, and show no signs of intelligent teaching. Not only in the fourth, but even in the fifth or highest class, there was a large majority of the boys unable to distinguish the parts of speech, or to point to the situations of the largest states on the map of the world. In geometry, of the 10 learning it, 6 knew the first book, 2 answered in three books, a few gave answers in mensuration of plain surfaces, and one boy worked an easy quadratic equation in Algebra. The writing copies were rather fair: twenty were medium and ten good. 10. The head teacher, on having those serious defects pointed out to him *in private*, showed an excellent spirit, and I have no doubt has removed many of them by adopting the remedies suggested

for their correction. The children come in at all hours up to 12 o'clock. I recommended that the doors be closed at half-past ten at the latest, after which no one, no matter whether under the pretext of poverty, late breakfast, &c., to be admitted; corporal punishment to be at once and for ever given up in the school, and moral means of reformation to be earnestly substituted; school-fees to be required of every child, except those whom the clergy state are unable to pay, and even in their case the free-ticket to be liable to be withdrawn for irregularity of attendance, misconduct, &c. The upper floor to be opened as a senior school, in which the third would be the lesser lesson-book used, and the lower floor to be boarded, provided with a gallery, and fitted up as a junior school; both schools to be re-classed according to a scale of proficiency named to the head teacher, and organized as if about to open for the first time. New time tables and allotment of occupation for the two teachers and the paid monitor to be made out.

This is the chief public school for boys in Tralee, with a population of 11,363 persons; and if efficiently conducted should have a daily attendance of at least 600 pupils in the two rooms. The daily attendance in 1846 was 245; in 1847 it was 190; in 1848 it rose to 25, owing to the distribution of bread by the British Relief Association; and in 1849 the daily attendance was 307. The many inefficient private schools for elementary instruction would be closed if the national school was well conducted; and I have no doubt instead of the present salary of £40, the head master's situation would be £100 a year, and the school self-supporting and respectable.

31. *Limerick Adult Evening Boys' School*.—1. School is held in the old exchange, which was granted for the purpose to the Rev. Dr. O'Brien, who raised subscription and fitted up and handsomely furnished the splendid school-rooms in it, capable of accommodating nearly 300 boys. There was one objection, however, to the place, but which, I dare say, has since been removed on my representation. The first floor of the building was an open area, enclosed within massive pillars and an iron railing, and this the corporation directed to be used as a night asylum for the houseless poor. Through these people the young men had to pass going to and returning from the school at night. 2. Excellent. 3. Good. 4. Fair. 5. Medium only. 6. Excellent. 7. The Board makes a special grant of £90 to the teacher (his rank is 1, salary £25); and Rev. Dr. O'Brien pays him £30 besides: total £40. He keeps a private day school also, by which he earns £24 per annum. 8. Both very good. 9. I examined this school twice, on the nights of April 18th and October 18th; half the pupils were over fifteen years of age, and some were over twenty-five. Some of them were engaged daily as apprentices, journeymen, clerks, shopmen, &c. and 12 were also attending day schools. They all appear most anxious to learn, but their classification is so high that it must quite discourage their efforts to advance. Of 29 examined in October only 16 read the third lesson-book with ease and fluency; subject of lesson not well understood; 5 parse a sentence, and 10 others know the parts of speech; geography has not received due attention; only 4 could refer on the map of the world to the leading outlines of the great divisions of the earth; of all present, 14 answered correctly in notation, 16 in subtraction, and 5 in practice; one young man knows the first book of Euclid, the others know the definitions merely; another young man answered fairly in mensuration, and another is commencing algebra. Of thirteen writing-copies, two were very fair specimens, four were medium, and six inferior. 10. School was opened in November, 1848, and since that period 218 pupils have been admitted. Each pupil pays 1s. 8d. per quarter for tuition, the fees forming a fund towards the payment of the £20 allowed to the teacher. Subscribers of £1 have the nomination of one pupil each for free tuition. Rev. Dr. O'Brien is most zealous in the cause of the school, and attends himself very frequently to give literary instruction with the teacher.

32. *Limerick Workhouse Boys*.—1. The schools for boys and for girls are held at the Boherbui, in the south-west of the city, in a brewery which has been fitted up as an auxiliary workhouse; there are three schoolrooms for boys, and which would accommodate 636 pupils; the average daily attendance for 1850 was 555. The rooms are very fairly suited to their purpose, but the great proximity to the infirmary wards, in which even fever patients are said to be kept, appears to me objectionable. 2. A very good supply. 3. Very good. 4. Fair. 5. Medium. 6. Very good. 7. Head teacher, £35, second and third teachers £15 each; all three have rations and residence in addition. 8. Head teacher very good as to both, the other two teachers quite inexperienced. 9. The junior classes are well taught; there were 449, or 64 per cent. of those present, in words of one syllable. The style of reading in the senior classes was pleasing; several boys, however, were not equal to the class in which they were placed. The proficiency in grammar and geography was unsatisfactory; only six boys parsed a sentence, and these same were the only pupils having a knowledge of the map of the world. The style and proficiency in penmanship were very good, sixteen copies were excellent specimens of writing. Whilst a considerable number answered correctly in the advanced portion of commercial arithmetic, only one boy of 38 could enter numbers from dictation. 10. At least four assistants would be required to instruct the numerous attendance.

33. *Patrickswell Boys*.—Visited October 23rd. School in charge of a teacher who was recommended to be removed, being incompetent. He is over fifty years of age, has scarcely any idea of geography, and is wholly ignorant of grammar. Under these circumstances did not examine. See No. 45.

34. *Tervoe Boys*.—1. A thatched house, one story, one room; intended as a temporary schoolhouse only, until the erection of a vested house; repairs good; no out-offices. 2. Good. 3. Good. 4. Fair. 5. Medium. 6. Good. 7. £22 from the Board, £20 from Mr. Monnell, M.P. (Manager), total, £42. 8. Both medium. 9. The general answering of the classes was satisfactory, considering that the school has been open and in active operation for two months only. The following subjects require special attention:—geography, elementary rules of arithmetic and writing, also the method of teaching the junior classes. 10. A school was much wanted in the neighbourhood, and through the liberality of Mr. and Lady Monnell, there are now separate schools for boys and girls established in temporary (but pretty comfortable) houses, preparatory to the erection of commodious schools.

35. *Clovesel Mechanics' Institute Day School Boys*.—1. Held in the Mechanics' Institute, in a very suitable, well-furnished, and well-fitted room. A play-ground is much required. 2.

Very good. 3. Excellent. 4. Good. 5. Judicious. 6. Excellent. 7. Board's salary to £30, half the school-fee, £13 17s., total, £43 17s.; from the National Evening School, of which he is teacher, he receives £20 from the Board, and £20 from the Committee of the Institute, total income from both situations, £83 17s.; there was also an assistant (since appointed pupil-teacher in the Clonmel Model School), to whom the Committee paid £10 per annum. 8. Both excellent. 9. Considering that the school has been open only about six months, the proficiency made in all the branches taught is highly creditable. Of 38 pupils over 7 years of age, 26 can read with ease, and 17 of these with fluency and intelligence; 26 know the parts of speech, and twelve of these can parse syntactically; 8 know the map of the world, and 7 are acquainted with the maps of Ireland and of the great divisions of the earth; 7 only were correct in the proposed exercises in notation, 17 in subtraction, and 13 in practice; the classes in book-keeping, mensuration, geometry, and algebra, all answered satisfactory for their time and progress. The penmanship requires more attention. Hullah's Method of Singing has been introduced. 10. The District Model School in the town not affording sufficient accommodation for the number of applicants for admission, this school was opened to meet the wants of the parents who were anxious to partake of the advantages of a school similarly conducted. Like the Model Schools, it contains pupils of every social grade and of every religious denomination in the town. Of 61 boys on the roll, December 31st, 1850, there were 15 Protestants of various denominations, and 46 Catholics. All the pupils pay quarterly, *in advance*—and of the 61 there were 13 at 1s. 1d. per quarter, 26 at 2s. 6d., and 22 at 5s.—or, an annual fee-fund of £37 16s. 1d., being an average of 12s. 4½d. for the yearly tuition of each child. This school affords another remarkable example, in Clonmel, of what may be done through the agency of the National system, in effecting *united* education, where parties are disposed to give it a fair trial, and whose motives are beyond popular suspicion.

36. *Newtownstockpoole Girls*.—See Boys' School, No. 5.

37. *Charlotte-quay (Cork) Girls*.—1. This is an institution for orphans, and occupies a four-story house, adjacent to Father Mathew's chapel; the school is in connexion with the National Board since July last, in active operation since September only; orphans are boarded, lodged, clothed, and educated on the premises, and a ladies' committee has the immediate management of the establishment. 2. Medium. 3. Of school-room, tolerable; of pupils, inferior; there were 13 of the 37 children unfit to present themselves in the schoolroom, being under treatment for cutaneous affections and sore eyes. 4. Very medium. 5. Tolerable. 6. Fair. 7. £18 from the National Board, and £10 from the Ladies' Committee; total, £28. 8. Medium, judging from the progress made since her appointment. 9. There is no information or intelligence amongst the orphans. Of the 24 examined, only 3 could read correctly the simplest narrative in words of two syllables; they all spell badly; none of them knows the multiplication table; they have scarcely an idea of the rudest elements of grammar or of geography, and their copy-books show no marks of careful superintendence. Several (in fact, more than half) of them have been five years in the house, and the greater number of these are ten to fifteen years of age. 10. There was no fire in the schoolroom (November 26th), and, I confess, I felt its absence during my four hours' examination. The orphans, although comfortably clad, appeared quite cold, and their hands red and inert.

38. *Clonakilly Girls*.—1. A vested, two-story house, in excellent repair, and everything within and around it kept in the neatest style; a well-kept garden surrounds the house, and the entire establishment appears outwardly more like the residence of a private gentleman of good taste than a school for the poor. The upper room is the chief schoolroom, the lower floor being occupied by the grown girls as a workroom. 2. Very good. 3. Impossible to be better; towels, water, &c., are provided, and the most scrupulous care is bestowed on personal cleanliness, the unsullied muslin and the fancy work done by the girls showing proofs of the good results; most of the girls wear white caps, shoulder capes, and aprons, and the schoolrooms present a strikingly pleasing appearance. 4. Excellent. 5, 8, and 9. The chief object of my visit was to inquire into the success of the Industrial, or Work School, which has been in operation here since 1833, and which has attained great and deserved notoriety for the elegance, the extent and the variety of its needle and other work. The District Inspector accompanied me, and he assured me that the literary department is fairly conducted, that the general progress of the classes is satisfactory, and that he had recently procured the charge of a school for one of the pupils. 6. Excellent. 7. There are three teachers. A mother and her daughter have the chief charge of the work, and there is also a literary teacher. The Board's grant is only £35 a-year. Miss Donovan, the lady who founded and who mainly supports the school from her private fortune, attends in the schools *daily*, and takes an active part in the instruction of the girls. The teachers of work are very respectable persons; and, in addition to excellence in their special department, the intercourse of Miss Donovan and of them with the girls, has had the most humanizing and beneficial effect upon their tone, manners, and deportment. They receive from Miss Donovan, in addition to handsome salaries, an extremely neat residence rent-free. 10. The work done in this school embraces every form and variety of plain and fancy sewing, knitting, netting, &c. An active correspondence is maintained by Miss Donovan with ladies of rank in England, Ireland, and Scotland, through means of which a vast demand for the execution of fancy-work for them is obtained. There were in hands when I visited, plain shirts, worked fronts for dress shirts, ladies' collars, chemisettes, babies' robes, trimming and edging, in numerous forms, marking handkerchiefs with crests and initials, plain and fancy knitting, worsted and rug-work in great variety, and several peculiar and special descriptions of female skill that I could admire only, but not properly classify, or so designate as to refer them to their technical and proper branch. There were textures of all degrees of strength and fineness, from the homely grey calico, or coarse linen, up to the delicate cambric, the exquisite Limerick lace, and the gossamer-like fabric recently manufactured from the fibre of the cocoon. Upon a handkerchief of the last material, the crest and initials of a duchess were being embroidered; and it is impossible to conceive anything more delicately beautiful than their execution. Many of the ladies who attend her Majesty's court are decked and attired in articles of dress which have received much of their elegance from the fingers of the peasant girls who inhabit rude cabins amongst the cliffs and dells on the bold coast of Clonakilly.

With the aid of the many-dyed worsted, Berlin-work assumes all the tints of a painting; but the girls here were engaged in embroidering, with white cotton only, objects from the ruins of Nineveh on ladies' handkerchiefs; and not only were the correct outlines worked in, but a soft blending of light and shade were at the same time imparted, which placed it beyond a mere drawing, and gave to the entire the character of a picture. Beyond a susceptibility to feel pleasure at such exquisite feats of the skilful fingers of my countrywomen, especially the poor, I am an indifferent judge in these matters. I have no doubt, however, that the industrial products of this school would stand the most severe tests of criticism, whether of the calculating trader, or of the fastidious taste of the lady-purchaser. From four to five hundred girls attend here in the year, some of them up to and over twenty years of age. The weekly earnings of the more skilful and expert are considerable, and help, besides clothing themselves, to support their families. In addition to the fancy work for people of rank, an active trade is carried on with various mercantile houses in London and Dublin, in the supplying of various branches of embroidery, &c. This school deserves every support, and its patroness the highest public commendation and gratitude.

39. *Cork County Gaol, No. 2.*—Visited December, 31st. This school, that for the female prisoners, has not been in operation for some years. See *Notes of No. 8.*

40. *Cork Workhouse Girls.*—1. School held in the room ordinarily appropriated to the boys' school; the room would accommodate 300 pupils, but as they also use it as a dining-hall, and 16 tables occupying a large portion of it, the available school area is about equal to 200 girls; there were 358 present at my visit, an average daily attendance for the past year of 421, and sometimes the number of pupils in attendance in the room exceeded 500; the younger children squat on the floor—the older ones are huddled together on the forms—all are jostling and struggling for space on which to live. 2. Desks required instead of tables, also a supply of tablet lessons, a few black boards, a teacher's desk, and a book-press. 3. Good, considering the circumstances of the school. 4. None. 5. Most injudicious; far too high. 6. Both quite impossible, from want of sufficient accommodation. 7. The guardians allow her £25, an apartment, inferior rations (See 9. *Cork Workhouse Boys*), coals, and candles. 8. Both medium; she is unacquainted with geography, and has but a very slight knowledge of the subjects treated of in the Board's Reading Books. 9. Of 358 girls examined, only 15, or one in twenty-four, read fairly, and even these did not understand what they read; not one present answered correctly in the multiplication table; not one could distinguish and point out the parts of speech; not one showed the most elementary knowledge of the outlines of the Map of the World; not one able to enter numbers from dictation, nor to work correctly a sum in simple subtraction; the spelling in all the classes, and also in the pupils' copy-books, was bad; the penmanship of 15 of 79 copies was, however, creditable; the junior classes are in a state of lamentable ignorance and neglect, being rarely taught a lesson by the teacher; and the system of force and corporal punishment used to suppress the confusion and disorder which are physically inseparable, from the circumstances of the school, has produced a sullenness of disposition in the girls which it was painful to witness. 10. It is with great reluctance, and in the discharge of duty alone, I state my surprise that so respectable and intelligent a body as the Cork Board of Guardians should have their schools for the poor so pre-eminently inefficient. The school-room would not accommodate more than half the number of scholars; the furniture is unsuited; the rolling of trucks, and about one o'clock the tramping of men in wooden clogs over the paved yard beside the school-room, render all hearing impossible; a teacher not quite competent as to scholarship, about 50 years of age, tired of early school-keeping and recent shop-keeping, gets sole charge of the instruction of 300 girls; and whilst their literary proficiency is such as I have already detailed, such as might have been beforehand anticipated, a person is engaged at considerable expense to teach muslin work and embroidery to these same girls. This employment, or any other of an industrial character, might properly be introduced, even if only as an experiment; and I have alluded to it solely for the purpose of showing, that whilst the guardians very properly are ready to take up a new popular idea, and make provision for testing its practicability, they neglect to make adequate provision for the development of an idea the truth of which all experience attests—that increased intelligence begets increased industrial production, and that “the possessor of mere animal power is little better than a brute, whom he resembles in his appetites, but whom he surpasses in his powers of mischief.” I was accompanied by the Catholic chaplain during my examination, and he expressed his disapprobation of the inadequacy of the school accommodation, and also of the utter insufficiency of teachers.

41. *Passage (West) Girls.*—1. An excellent slated two-story house; non-vested; girl's room above; situation most picturesque, overlooking the river and the exquisite scenery towards Queenstown. 2. Old furniture belonging to a private school; wants teacher's desk and a few black boards. 3. Good. 4. Fair. 5. Good. 6. Fair. 7. Board's salary £13; fees £4 19s. 10d.; total, £17 18s. 10d.; husband is master of the boys' school; his income about £36. 8. Both very good. 9. The method of teaching the junior classes, and their general intelligence, excellent; of 49 over six years of age, 35 are acquainted with the parts of speech, and 14 of these parse syntactically; 27 know the general geography of the Maps of the World, of Europe, and of Ireland; 14 read smoothly, and 11 others with considerable finish and expression; all spell well; the subjects of the lessons are well understood, and the girls show great intelligence; writing and arithmetic both require more attention. 10. This school, erected by local subscription, was opened (boys and girls) in 1848; I examined it in June, '49, and since that time the pupils have made most creditable proficiency. There is an assistant required, and I recommended the appointment of one of the pupils to the situation.

42. *St. Patrick's (Cork) Girls.*—1. A vested, two-story house; good repair (except glazing), and well situated. 2. Suitable and sufficient, with the exception of black boards and a clock. 3. Very good. 4. Medium. 5. Very injudicious. 6. Fair. 7. Board's salary £18; from school committee £10; total, £28; there is also a paid mistress. 8. Both fair. 9. The method of teaching the junior classes is good, and yet several of the girls who have been months, and some over a year, in attendance have made no proficiency. There are only 9 able to read the Third Lesson Book fairly; only 2 of the 60 pupils knew the parts of speech well; 3 answered correctly on the Map of the World; of 14 examined in arithmetic, none did a question in

notation, subtraction, or practice; and of the 14 copies shown me, not one exhibited a tolerable style of penmanship; I found 19 knitting coarse double worsted into polka jackets, &c., and only one sewing (a shirt). 10. School is situated near the edge of the north-eastern portion of the city, and is attended by the children of tradesmen, farmers, labourers, sailors, &c. They are rather young, 20 of the 60 being under 7 years of age, and 19 of them being without shoes on the 10th December, will indicate their circumstances. There are no school fees charged, although nearly half the pupils could well afford a penny per week: this tends to produce irregularity of attendance and indifference as to the advantages of the school.

43. *SS. Peter's and Paul's (Carey's-lane, Cork) Girls'.*—1. This is the first National School which was established in Cork, and is held in a slated two-story house adjoining Carey's-lane Chapel; the younger children forming the junior classes occupy the lower, and the others the upper floor; the former room is in the charge of the second, or assistant teacher, whilst the head teacher and a paid mistress superintend the senior classes; the rooms are in good repair; the out office is inconveniently near the school. 2. There is a teacher's desk and a few black boards required in each room, a gallery to be erected in the lower, and to fit it up with bead-table, prints, &c., as an infants' school. 3. Medium. 4. Inferior. 5. Very unskilful. 6. Medium; 7. Head-teacher £28; assistant £9; the former includes £10 from the school committee—the latter receives nothing in addition to the Board's salary; paid mistress is in her second year of office. 8. Very medium. 9. Of the 113 pupils only 3 read with ease and intelligence, and ten others are able to read an easy narrative, so that 100 of them are unable to read a passage in the Second Book correctly. They spell rather badly, and the meaning of the words and of the subjects is not understood. Only two pupils know the parts of speech; none of the girls have any idea of geography; no one worked a sum in subtraction, and the writing copies are most neglected. Of the 46 said to sew, I found 15 only had work with them, 8 of these specimens being samplers; and of 36 said to knit only two were so engaged. 10. Although I do not regard the teacher as quite free from blame for the unsatisfactory state of the school, I think steps should be taken by the committee to remove the following impediments to their future exertions: Some fixed hour of the morning—10 or half-past 10—should be named, after which no child to be admitted; the teachers to be in attendance, and occupied in instructing the mistresses and advanced girls for three quarters of an hour before the time fixed for closing the doors: school fees at very low rates to be required from every child whose parents are known to be able to pay: the committee to pay a small rate, if only one halfpenny a week, for each of those girls who are unable to pay: frequent and formal visitation of the school by the committee, when the class-rolls should be checked, to ascertain the names of absentees and the general regularity of attendance of the pupils: half-yearly public examinations and premiums for good conduct, regularity of attendance, proficiency in learning, and skill and progress in needle and other work: to separate the two schools, and give the sole charge of each to one teacher, the lower room to be fitted up as an infants' school, and the pupils to be not over 8 years, nor beyond the Second Book of Lessons.

44. *Ardfert Girls'.*—1. A one-story thatched house; clay floor; ventilation not thorough; no out-office; situation of school too far from the village; £1 rent paid for the house by the parish priest. 2. No furniture, except eight forms and a table. There are no desks, the pupils kneeling on the floor, and resting their copies on the forms while writing; neither teacher's desk nor book-press; no tablets, black-board, clock, or map. 3. Fair. 4. None. 5. Medium. 6. Pretty fair. 7. Board's salary, £13; fees, 10s. for last year; free-room of the school as residence, worth £1 10s.: total £15. 8. Medium. 9. A considerable number of the pupils read very pleasingly, and even in the junior class there is much intelligence shown. There is no map from which to teach geography, and the writing of the pupils is necessarily bad from want of desks. The few learning arithmetic answered fairly; no progress has been made in grammar. 10. School open since 1848; no funds could be raised to furnish or fit it up. One of the clergymen accompanied me during my examination, and I also met the parish priest afterwards. Boys' school is in the village of Ardfert.

45. *Ballymillane Girls'.*—1. A vested school, one story, divided by partition into rooms for boys and for girls: a common porch leads to both; roof wants repair; soda on the breaks of it; 47 panes of glass wanted; earthen floor all in holes; out-offices out of order and repair; no wall enclosing school site; house on the old road from Killarney to Tralee. 2. A few desks and forms, and a book-press only; no work-table or teacher's desk; no tablets or black-board. 3. Very bad; floor dirty and uneven; walls want whitewash; papers pasted to the wall; boards and stones to the broken panes in the windows. 4. None. 5. Medium. 6. Fair. 7. Board's salary, £13; fees, £1 10s.: total, £14 10s. Lives a mile from the school, and did not arrive on the day of my visit till near eleven o'clock. 8. Pretty fair. 9. There were only 8 present on the day of my inspection; these answered very well in grammar, and they read very pleasingly. 10. House is going to ruin for want of a trifling yearly expense to repair it. Last year there was an average attendance of only 22 girls, and considering the population of the vicinity, I have no doubt this is chiefly to be attributed to the uninviting aspect, internally and externally, of the house. There could neither health, comfort, nor instruction be expected in it.

46. *Ballygannan Girls'.*—1. This school is in the same parish and under the same managers as those of 40 and 36, *which see*. It is also a rented thatched house, and for which the parish priest pays £3; house had been a barn, roof lets in the rain; floor wet and damp; one small window; no out-office; entrance to and vicinity of school frequented by the cattle of the field in which it stands, and a pool of water with their dung must be walked through to the school. House is on the road from the spa (near Tralee) to Ardfert. 2. Entire furniture consists of a little table, a plank to sit on, and a chair. 3. Impossible. 4 and 5. None. 6. Bad. 7. Board's salary, £9; fees, 10s.: total, £9 10s. She lived in a portion of the school-room, and until I had been in it for some minutes I was not aware that it was not what it was originally intended, a part of the school. Workhouse accommodation is that of a palace compared with it; a few garments saturated with moisture hung against the wall, and a door laid in a corner, on the wet floor, formed the bed of the teacher. Wretchedness, even Irish wretchedness, could go no lower. 8. Scarcely any. 9. Of the 7 children present, 5 were able to read the Second Book, 3 knew the multiplication, and 1 the pence table. There was no

further information. 10. On various grounds, I deemed it necessary to recommend the withdrawal of the Board's grant, and that the school be struck off the roll of National schools, and which have already been acted on by the Commissioners. Of the four National schools in this large and populous parish, one of them (Ardfert Boys') is in an excellent house, built by local subscriptions; the other three have recently been established, and are held in rented thatched houses, none of them in proper repair or having any pretence of furniture. The teacher and scholars were ejected from one (see 20) for non-payment of rent, and the present school has now been struck off on various grounds. The population of the parish is 5,000, and its area over 10,000 acres. The priests can scarcely support themselves; the people are unable to build suitable school-houses, and how are the children to be educated? There is not a landlord, having property in the parish, who subscribes *one farthing a-year* in aid of such education as their tenants can accept.

47. *Bracklain Girls*.—1. House described at *Boys' School*, 18. 2. Fair; no map; no black-board. 3. Good. 4. Inferior. 5. Fair. 6. Medium. 7. Total income, £14, including £5 from the Earl of Cork, who gives a like sum to the male teacher, and who repairs the house. 8. Very inferior; not qualified as to scholarship. 9. Of the 39 girls present, 3 made a pretty good attempt to read the Second Lesson Book. There is no further information in the school. 10. School cheerless and cold; teacher wants vivacity; children poor and scantily clothed; landlord most anxious to have his tenants educated; he supports several National Schools on his property in Waterford, Cork, and Kerry.

48. *Castlesland Girls*.—Visited Feb. 29th; attendance small; school in charge of two very young persons, neither of whom was qualified to conduct it. A convent having been recently built convenient to the school, the nuns are about to have the girls transferred to the school to be conducted by them. As the present school is held in a house vested in trustees, I think the apartment now occupied by the girls might, when changed from its present purpose, be usefully converted into an infant's school, and for which there is an ample supply of pupils.

49. *Castlegregory Girls*.—House damp; great want of cleanliness; school accounts not regularly kept; out-offices much neglected; teacher lately appointed; heard one class examined; no time to remain longer. See No. 21.

50. *Clogher Girls*.—1. See description of house, *Boys' School*, 21. 2. Entire furniture consists of two tables and a few sticks stretched on stones; these form seats. No tablets, black-board, clock, map, desk, or press. 3. Girls were sweeping the floor when I entered (10 o'clock), and the dust arising was quite suffocating; earthen floor, and in bad repair. 4. None. 5. Not judicious. 6. Very bad. 7. Board's salary, £9; she hopes the fees will realize £1 10s; total, £10 10s. Her father teaches the boys' school. 8. Had no means of judging, as I did not see her teach or examine any of the classes. Her literary acquirements are inferior; she was left on trial from the date of my visit until the examination of teachers held in October, up to which she had made some improvement; she is still not fully qualified in the course required of probationers. 9. The examination of the two teachers, and inquiry into other matters, occupied all my time; so that I did not examine the pupils regularly. 10. A considerable number of the girls were engaged sewing, and the work in hands seemed to be neatly done. This, and the boys' school, have both been very unfortunate, in scarcely having ever had a competent teacher. The late teacher was seven years in office, and at the end of that period was removed (in 1846) owing to incompetency. There is no local support for a qualified teacher.

51. *Curreen Girls*.—1. For house, see *Boys' School*, No. 22. Room rather small. 2. The large work table occupies the greater part of the room; desks wanted; also a clock and a black-board. 3. Good. 4. Fair. 5. Good. 6. Fair. 7. Board's salary, £14 (since promoted from 9 to 21, or £2 more); fees, 10s.; total, £14 10s. 8. Very good. 9. The answering of the third class gave me very great pleasure; there is much education going on, and the senior girls exhibit marked intelligence; the style of reading is good; the answering in the subject (Scripture History) showed a thorough knowledge of the lesson; much progress has not yet been made in geography, but in grammar the proficiency is creditable. Some shirts are being made, and the work on them was extremely neat. 10. From the general efficiency of this school, coupled with the teacher's very satisfactory answering in the several branches prescribed, she was promoted at the district examination of teachers, held in Killarney in October 1850.

52. *Dingle Workhouse Girls*.—Visited February 21st. School held in the Liscarnay Auxiliary Workhouse (see 75) up to November 3rd. Present building had been a brewery or store, and adjoins the town. School held in two or three rooms, which are clean and neat; the furniture is almost sufficient. Of 129 pupils present only 8 were in the second Book of Lessons; no child present was able to read the simplest narrative; no school accounts of attendance, &c., had ever been kept; teacher receives £10 a-year, rations, and apartments. I examined her, and found she could read very fairly, and write a good hand; deficient in spelling, entirely ignorant of geography, knowing only a few of the parts of speech, and acquainted with scarcely any notions of arithmetic. Of course such qualifications are too low even for a workhouse school.

53. *Knockaderry Girls*.—1. See description of house, *Boys' School*, No. 23. 2. Fair. 3. Medium. 4. None. 5. Medium. 6. Pretty good. 7. Board's salary, £13; school-fees, 7s. for the last year; pays £2 rent for her house, and on the remainder, £11 7s., has to support and clothe herself, a husband (who can obtain no employment), and four children; is a teacher for 9 years. 8. Tolerable. 9. The day was intensely cold, and there were only 15 girls present, 8 of whom were able to read the Second Book fairly; no progress has been made in writing, arithmetic, grammar, and geography. 10. The 13 children were all barefoot, and only half-clothed; there was no fire, and the whole aspect of the school was cheerless and dispiriting in the extreme.

54. *O'Dorney Girls*.—1. See description of house, *Boys' School*, No. 24. 2. Good; map wanted. 3. Good. 4. Inferior. 5. Injudicious. 6. Medium. 7 and 8. Teacher was appointed here in July, 1846, and, on examination in that year, was rejected as incompetent; the manager, finding it impossible to obtain a qualified teacher, owing to want of local aid towards salary, and hoping the present teacher would pass at a subsequent examination, he retained her in the school. At his request, I examined her, and found I could not recommend

her restoration. The situation was, therefore, vacant (as to grant of salary) until October last, when, finding that the teacher had made *some* improvement, and that better could not be obtained, I recommended her restoration *on trial*. 9. The answering was not satisfactory: of the 23 present only 7 were able to read the Second Book of Lessons; no proficiency made in grammar, geography, or writing, and very little in arithmetic. 10. Here is one of the many instances in which considerable grants of the public money are given to erect schools, and owing to the poverty of the parents, and their inability to pay anything towards a decent salary the school becomes *virtually* inoperative, as no *qualified* teacher will undertake its charge.

55. *Rathmore Girls*.—See Rathmore Boys, No. 27.

56. *Tralee Girls*.—Visited February 28th. A two-story house, in the chapel-yard adjoining the Presentation Convent, the ladies of which conduct the school. The two school rooms are far too small for the number in children in attendance; but it is intended to provide additional accommodation. Upwards of 500 girls attend during the year, and the school has been in connexion with the National system since 1833. There is no play-ground, which is a great defect. I examined the senior class, and was much pleased with the answering. The needlework, knitting, &c. exhibit skill and proficiency. Although I spent nearly five hours in the school, the numbers were so great that I was unable to get through a formal examination of many of the classes: so far as I went I was satisfied with the general efficiency of every department.

57. *Limerick Workhouse Girls*.—1. Is held in the Auxiliary House, Boherbuy, in a two-story portion of the house adjoining the Boys' School; the senior girls occupy a large room on the second floor, the junior, in charge of an assistant-teacher, being on the lower floor; the general circumstances of both rooms are satisfactory, too great proximity to the hospital alone excepted. 2. Good. 3. Very good. 4. Fair. 5. Medium. 6. Very good. 7. Head teacher receives £25, rations, and residence; second teacher receives £10, rations, and residence. 8. Head teacher good as to both, second teacher inexperienced and scarcely qualified. 9. I examined the senior class, and in some subjects only: the girls read very well, and show that they apprehend the subject; some progress has been made in grammar. 10. The appearance and conduct of the children were very satisfactory. The daily average attendance for the previous year was 477; and to instruct this number, at least four teachers, two in each room, would be required. I would recommend the following scale of salaries:—Head-teacher £30, teacher of lower school £20, and an assistant in each school at £15.

58. *Patrickswell Girls*.—1. A vested house; boys on lower floor, girls above; finished and opened in January, 1850; repair good. 2. Good; a clock wanted. 3. Good. 4. Medium. 5. Tolerable. 6. Good. 7. Board's salary, £15 (from December, 1850); fees, £5 5s.; value of four rooms, £5; total, £25 5s. 8. Both good. 9. Although as yet much proficiency has not been made, there are such signs of progress as lead me to hope the children will get a good course of instruction. 10. The want of a supply of books and stationery is felt.

59. *Perry-square (Limerick) Girls*.—1. This school is held on the second floor of a house, the lower floor being devoted to other purposes. It is a very spacious room; and, as there are over one-third of the children under 7 years of age, a partition might be made, cutting off a portion of it for an infant's school; or, better, if an additional room could be provided for the purpose; the want of a play-ground is much felt, especially for the use of the younger children. 2. Adequately furnished, except with black-boards; a set of prints and pictorial illustrations would be desirable. 3. Very good. 4. Good; the 120 children in monosyllables, requiring a different course of training and of discipline, form a great drawback on the senior classes; no remedy but a separate room for the infants. 5. Good. 6. Excellent. 7. The Board's grant is £30 per annum; the school is conducted by the Sisters of Mercy, St. Mary's Convent, three of whom come over to the school, and return to the convent each day. 8. The school is admirably conducted. 9. I examined one large class only, the object of my visit being chiefly to witness the general working of the school. The girls read with intelligence; the moral tone and hearing of the children are very gratifying. 10. It is quite impossible to prevent lassitude and sleepiness in children under 7 years of age, when confined in a room for five hours, without the refreshing excitement of a play-ground, or the in-door substitutes of a song or a march.

60 and 61. *Sexton-street (Limerick) Girls' and Infants*.—1. These schools are attached to the Presentation Convent, the ladies of which conduct them; they have been in operation for many years, but are in connexion with the National Board since 1848 only. The girls' room is on the second floor, it is cruciform, very spacious, and suitable in all respects; the infants' room is entirely too small for the attendance, and, in fact, would not accommodate half the number: at my visit there were 182 present, although the area of the room is equal to only 83 pupils. 2. The girls' room requires a few black boards, otherwise it is well furnished; the infants' room should be extended, and fitted up with gallery, bead-table, prints, &c. suited to its object. 3. Excellent in the girls', medium in the infants' school. 4. Impossible from want of space in the infants', fair in the girls' school. 5. Somewhat too high in the senior classes. 6. Very good in upper school. 7. Board's grant, £67 10s., £45 of which is to the girls' school. 8. Both schools are fairly conducted. 9. The girls in the upper school are under an excellent course of instruction, and have made fair proficiency in all the subjects taught: they read well, their copies are neat, a considerable number answer fairly in grammar and geography, and the needlework done by several of them is particularly neat. 10. I spent the greater part of the two days of my visit in suggesting the adoption of an improved organization in the infants' school. The hall was thronged with parents anxious to obtain admission for their children; they were refused, however, owing to the already overcrowded state of the schools, particularly the Infants'. His Lordship the Protestant Bishop of Limerick visited these schools lately, and made a very complimentary report of their efficiency and public utility.

62 and 63. *St. John's (Limerick) Girls' and Infants*.—1. House situated in John's-street, in the midst of a poor and dense population; it had been a store, but was repaired and fitted up for its present purpose; it is three stories in height, the lower room (shaped like an L) being for the girls, the second for the infants' school, and the top floor as a banquet and play-room;

the want of a play-ground is a very great defect. 2. Black-boards wanted in both schools, and some pictorial illustrations and a bead-table in the infants' room. 3. Good. 4. Girls' school good; infants' medium. 5. Judicious. 6. Very good. 7. Board's grant, £42 10s., of which £20 is to the infants' school. 8. The girls' school is very skillfully conducted, the infants' fairly. 9. The reading, spelling, general intelligence, grammar, geography, writing, and needlework in the girls' school were all satisfactory. The system in the infants' school was not so successful; I suggested some improvements, which will be adopted. 10. These schools, (like No. 46), are conducted by the Sisters of Mercy, three or four of whom come here from St. Mary's Convent in the morning, and return in the evening. The humanizing influences of the literary, moral, and religious education imparted through these schools can only be duly estimated by careful comparison of the conduct, appearance, and habits of the pupils with those of children of a similar grade in the same locality who have never attended the school.

64, 65, and 66. *St. Mary's Industrial, St. Mary's and Munchin's, St. Munchin's Infant (all in Li. merick).*—1. These three schools are held in buildings within the convent grounds of the Sisters of Mercy, but having entrances to them distinct from that of the convent. The Industrial School, with its dormitories, work-room, laundry, drying-room, kitchen, dining-room, &c. for the pupils, occupies a separate wing, whilst the elementary schools for girls and infants are held in an older building in front. There has been a National School here since the system was first founded; and at present the ladies of this convent superintend here, and through the city, six National schools, attended by upwards of 2,100 children, and towards which the Commissioners grant £170 per annum. The grants to these three schools are £15, £45, and £37 1/8, respectively. They are all held in commodious rooms suitably furnished, well fitted, with almost every requirement, well lighted and ventilated, and possessing ample supplies of books, maps, and stationery; the want of a play-ground is, however, a serious drawback, especially to the infant's school. The Industrial school consists of two classes—young women, of unexceptionable moral character, who either are servants out of place or are candidates for service, and of destitute orphans. The number of orphans is 30, and many of these are the children of citizens who had once been in comfort and even opulence, but who, owing to reverse of fortune, left their children destitute. These are boarded, lodged, clothed, and educated in the institution, and are kept somewhat apart from the servants' class. It is in contemplation to build a separate orphan asylum, on an extensive scale, in another part of the city, a branch of this convent, and these pupils to be removed thereto. The number of servants in what may be termed the House of Refuge branch varies from 30 to 45, which, with the 30 in the orphans' branch, make a total of from 60 to 75; the average number daily for the past year was 64. The young women's ages vary from 17 to 24 years; their characters are inquired into before admission; any of them deficient in clothing are supplied, and they reside and are maintained in the establishment. They are all actively employed under the immediate direction of the ladies, in washing, mangling, making-up, sewing, knitting, cutting-out, and also in cooking, and such other domestic duties. Numbers of families in the city get their washing done here at a moderate charge. When suitable situations present themselves, the young women are sent out to them, the convent providing smooth and comfortable clothing, and, if necessary, a little money for them on their departure. Their subsequent conduct is kept in view, and should they afterwards get disemployed, they find, if deserving, a home in the convent. It is evident from what has been stated, that the number in the House of Refuge is constantly changing, according to the supply of, and demand for, servants. From January 4th, 1819, to April 4th, 1850, or 15 months, 170 had been admitted, the average period of residence of each being about four months. All the young women attend in the schoolroom from two to three hours daily, for literary instruction, several of them read very respectably, write fairly, and show an acquaintance with the elements of grammar, geography, and arithmetic. A few of them would be quite qualified to act as nursery governesses; and, I understand, some from this house have received such appointments. The needlework, knitting, &c. done by them are plain and useful, such as they are most likely to be called on to execute. The orphans are highly intelligent, and their answering in all the subjects taught gave me great satisfaction. I regard this establishment as pre-eminently useful in principle, and, so far, successful in practice. It has been in operation as a National school since November, 1848; and during that period it must have saved many young women from the vices to which poverty, idleness, and the ill-example of a large town too frequently drive them. The girls' school (52) is admirably conducted, and has an average attendance of 284 pupils daily. As an elementary school, it could scarcely be surpassed; and I know of one convent school only (Galway Presentation) that is equal to it in extent of attainments of the pupils: whole classes parse fluently, all show a thorough acquaintance with the subjects treated of in their several lesson books, the style of reading is very pleasing and intelligent, the proficiency in geography is all that could be desired, arithmetic is carefully taught, and some 20 girls cast up orally by mental arithmetic accounts of a lengthened nature; the copy-books exhibit great neatness, and the senior classes write a finished hand. In the highest class, the majority of the girls possess a critical knowledge of English composition that really astonished me: most difficult pieces of blank verse were parsed, transposed, and analysed with an amount of readiness, judgment, and accuracy rarely met with in first-class schoolmasters. Their knowledge of local and mathematical geography is similarly thorough and extensive. I beg to make the following extracts from some of the reports on this school by the late Inspector of the district:—

"February, 1849.—I examined this class (5th) only. They read beautifully, have an extensive knowledge of the subject of their class-book, are well versed in grammar and geography, and in fact are possessed of rare attainments. Discipline perfect."

"January, 1849.—Examined 3rd and 5th classes, and though I found the 5th in an equally advanced state as heretofore, I was surprised with numerous questions answered by 3rd class, consisting of very young pupils, on mathematical geography and similar subjects."

"May, 1849.—I examined the four senior classes, and I admire their intelligence, vivacity, and amount of instruction. The 5th class I could not puzzle in geography, and the attainments of all the school proportionally corresponded. Writing very neat and correct. House in perfect order, and pupils perfectly well conducted."

The Protestant Bishop of Limerick visited these schools, and both his lordship and family expressed themselves highly pleased with the mode in which they are conducted.

This School has been connected with the National Board 18 years, and I regret to state, that during that time comparatively few of the pupils have become National Teachers. The ladies procure them situations in the English Catholic schools, and several others have got appointments in Australia, the salaries afforded under the Irish Commissioners being deemed incommensurate with their acquirements and their personal support.

The Infants' School (53) is also skilfully conducted, but not quite equal to the senior school (52).

67. *Tervoe Girls*.—This was merely an applicant National School when I visited; a grant has since been made to it. It is held in a *small* thatched cottage at the gate-lodge of Mr. Monsell's demesne, that being merely a temporary school-house until a suitable one be erected. The teacher's qualifications were rather inferior, and she is retained in the hope of improvement. Lady Monsell allows her £8 per annum, with board and residence in Tervoe House, in addition to the grant from the Board, £9. As the school had not then been taken into connexion with the Commissioners, it had none of the characteristics of an organized National School. There were 36 children present.

68. *Ennis Jail*.—Visited April 18th. This county prison, built to accommodate 115 prisoners, contained, with an Auxiliary Prison recently fitted up in the town, 540 persons at the date of my visit. There is a schoolmaster who gets a salary of £30 and a suit of clothes, but owing to the over crowded state of the prison, there has been no school kept since January last, from which date he has been occupied solely as turnkey. I learned from the Governor and the schoolmaster that there were 109 male prisoners under instruction at the date on which the school ceased operation. The account books of the school were not in the prison, the teacher having left them in his own house, and I was, therefore, unable to examine them. The school hours were from 8 to 3 o'clock daily, and the teacher went from ward to ward giving instruction, there being no school room. There were 92 female prisoners when I visited, of whom 25 only were said to be suited, owing to age, period of confinement, &c., as pupils for literary instruction. The matron acts as teacher, but there was no supply of books or requisites, nor did it appear to me that any formal or regular system of instruction is attempted. Accompanied by the matron and the governor, I proceeded through the female wards, and having obtained two tattered Second Books, I examined a number of the younger of the women. I found none of them able to read a single paragraph in words of one and two syllables correctly, and the absence of intelligence on the part of all of them was truly lamentable. The lesson selected was "Adam and Eve," and the ignorance of the great majority of them as to the elements of religious knowledge was painful to witness. Theft is the offence for which most of them were imprisoned, the wretched Unions of Kilrush, Ennistymon, and Scariff, furnishing the chief portion. Considerable attention appears to be given to industry of various kinds, and the governor informed me, that in 1849 there was a profit (including saving on food, clothing, &c., for consumption in the house) of £500 by the labour of the prisoners, and that 59 were sent out, after their term of confinement had expired, able to earn their bread, owing solely to the instruction they had received, and the practical skill in various trades which they had acquired.

69. *Lysheen Boys' and Girls*.—1. A thatched, non-vested, one-story house; one room, mud walls; clay floor; ventilation bad; no out-office; had been a Kildare-place Society School. 2. Very inferior; neither tables, maps, teachers' desk, book press, black board, &c. 3. Very bad. 4. Inferior. 5. Unskilful. 6. Bad. 7. Free house and garden worth £3; fees, £5; Board's grant, £17; total, £23. 8. Both very low. 9. Little better than the rudest hedge-school; only 6 pupils of the 45 present were able to read an easy narrative in words of two syllables, and only 1 was acquainted with the parts of speech; little information or intelligence in the school. 10. Found great neglect and some serious irregularities in this school; the girls get no instruction in sewing &c.

70. *Abayhill Boys' and Girls*.—1. A slated, two-story house; school-room on second floor; teacher's residence underneath; good repair; 2. Good. 3. Very fair; teacher a little untidy. 4. Good. 5. Tolerable. 6. Good. 7. Residence worth £1 10s.; fees £4 10s.; Board's grant £17; total, £23. 8. Medium. 9. The pronunciation of the children is strongly marked by the provincialisms of the south-west of Ireland; of the 16 children present, 7 were able to read the Second Lesson Book; no further proficiency; it was near the vacation (Dec. 4th), the weather was chill, and the children fall off in their attendance about this period. 10. This was a very numerously attended school until the distress; even yet the daily average for the past year was 47; this, however, is a great falling off from former years. There were present at an inspection in each of the following years:—1841, 178 pupils; 1842, 80; 1843, 130; 1844, 130; 1845, 179; 1846, 161; 1847, 41; 1848, 26; 1849, 26; 1850, 77. Applications were twice made and refused for salary to a work-mistress to instruct the girls. It is very desirable that such a person be appointed; the attendance would be increased, and the utility of the school greatly improved.

71. *Carey's Cross Boys' and Girls*.—1. A small one-story slated house, at a cross roads about two miles south of Bandon; was fitted up and is rented by the Very Rev. D. Murphy; his wardrobe forms an excellent book-press in the school. 2. Very neat and simple of its kind; no teacher's desk. 3. Very good. 4, 5, and 6. None yet; order good. 7. Fees £2 8s. in 8 months; Board's salary £10; total, £13 10s. 8. Inexperienced, but anxious to be instructed. 9. Of the 31 present, 11 read the Second Book correctly; no further information. 10. Not yet brought into operation as a National School. Grant and connexion recently announced. Free stock books not arrived. School not yet organised.

72. *Cork Workhouse Infants*.—1. This branch of the schools is held in a very commodious and suitable house; it is, however, infested with rats, many of which walked freely round the room to pick crumbs during my visit. 2. Tables and forms only; no map; a bead-table, some prints, and also a gallery, would be desirable. 3. Very good. 4. Medium. 5. Good. 6. Both fair. 7. Entire income £15, inferior rations (see No. 9), and an apartment, with coals and candles. 8. Medium. 9. The senior class reads well; the junior classes are seldom taught by the teacher, owing to the number of children and the want of help. 10. The teacher is of

very humble literary attainments, being almost entirely ignorant of geography, and her knowledge of grammar and arithmetic is extremely limited. She is, however, well suited in manner and kindly disposition for the charge of an Infants' School, and in a little time will, I have no doubt, qualify herself in the branches in which she is now deficient. The average daily attendance during 1850 was 186 pupils, and some months there were, on an average, 221 in attendance. It is evident that one teacher is quite inadequate to such a charge. An efficient teacher, who had been trained in one of our Model Infants' Schools, should be appointed head mistress, at a respectable salary. The income of the present teacher is too low for her even as an assistant. Four grown girls might be taken from the adults' school, and trained as monitors to assist the two teachers, and the room should be specially fitted up with the furniture and apparatus suited to an infants' school.

73. *Gurleen O'Mahon Boys' and Girls'.*—1. A mud-walled, thatched, one-story cabin, or cottage, for which £5 rent is paid by the Very Rev. D. Murphy, P.P., Bandon. At 6 square feet to each, there is an area for 46 pupils, whilst the daily average attendance for the past year was 66, and occasionally there were over 90 present. The crowded state of the room can easily be imagined. House in good repair, and rather clean and neat; no out-offices. 2. Fair; no book-press. 3. Very good. 4. As good as is possible under the circumstances. 5. Far too high. 6. Fair. 7. Board's salary £10; proceeds of charity sermon £5; school fees £1; Mr. Galwey £2; total £18. He lives in Bandon, 4 miles distant, and states he wears £3 worth of shoes walking 48 miles per week to and from his school. 8. Not skilful. 9. On the whole the answering was rather unsatisfactory, owing chiefly to the injudicious classification of the pupils. Of 45 children in or beyond the Second Lesson Book, there were only 8 able to read it fairly. The teacher is anxious and industrious, and his chief defect is want of skill in school management. 10. Mr. Galwey, of Kilcoleman House, visits frequently, has presented three large maps and tablet-boards, supplies the school with turf, grants £2 a year to the teacher, and would, it is stated, advance the required local contribution to erect a suitable vested National School. Such is much wanted here.

74. *Laragh Boys' and Girls'.*—1. A one-story, slated, vested house, recently built and open only since March, 1850. It is erected on the Duke of Devonshire's estate, his Grace having granted a free site and £5 a year to the teacher. The western wall of the house is quite damp, and from want of a weather board to the door on that end, the entire floor was over with rain-water when I visited. 2. Both good. 3. Wants whitewash. 4. Pretty good. 5. Medium. 6. Fair. 7. Board's salary, £10; fees, £6 3s.; £5 from the Duke of Devonshire; total, £21 3s. 8. Pretty good. 9. The general proficiency of the school is creditable, considering that it has been in operation nine months only; the classification is, however, too high. Classes in grammar, geography, and arithmetic are doing fairly. 10. Of the 95 children on the school-roll, 60 are unable to pay any fees for tuition. The soil is very light and poor, and the cabins and cottages exhibit great poverty and wretchedness. School is situated about four miles to the north-west of Bandon.

75. *Newcestown Boys' and Girls'.*—1. A two-story slated house, not vested; situated five miles north-east of Enniskean, in the elevated tract to the north of the river Bandon. Some of the classes occupy the upper, and some the lower story; clay-floor in the latter is quite damp; whole house cold and cheerless; no fire (Dec. 2nd), and the wind blowing through eleven broken panes of glass; no out-offices. 2. Very inferior; there are neither black-boards nor tablets. 3. Inferior. 4. Bad. 5. Too high. 6. Deficient. 7. Fees, £8; Board's salary £10; total £18. 8. Both very deficient. 9. The style of reading is very bad, and the pronunciation very rude and vicious. The subjects read are not known or understood, and the teacher states the children "can't catch much explanation." Some progress has been made in grammar, geography, and arithmetic, but the penmanship is most inferior and neglected. 10. The girls have no opportunity of learning needlework.

76. *Rosmore Boys' and Girls'.*—1. A one-story house; damp clay floor; one window only and two sky-lights in roof; no out-offices. 2. Of very humble character. 3. Medium. 4. Good. 5. Good. 6. Medium. 7. School-fees £3 12s. 4d. Board's salary, £30; total £33 12s. 4d. 8. Both good. 9. In reading, general intelligence, and arithmetic, the classes were satisfactory; the progress in grammar was tolerable, and in geography and writing rather inferior. 10. The teacher (since removed to another National School near the city of Cork) is a good scholar and an experienced teacher; the circumstances of the school were, however, unfavorable to the advancement of the pupils.

77. *Ardamore Boys' and Girls'.*—1. A slated one-story vested house; fair repair; some glass broken; out-offices not in order. 2. Good. 3. Medium. 4. Bad. 5. Medium. 6. Very inferior. 7. Entire income £11; fees, £1; Board's salary, £10. 8. None. 9. Of the 35 children present, there was none able to read the Second Lesson Book; no information in the school. 10. Recommended the removal of this teacher in consequence of some improprieties connected with the school.

78. *Castleisland (No. 2) Boys' and Girls'.*—1. School is held in two rooms on the upper floor of the public market and sessions house: a workmistress instructs the girls in needlework in one room, and the literary teacher keeps school in the other. 2. All suitable. 3. Very good. 4. Good. 5. Too high. 6. Good. 7. £10 from the Board; no fees nor other emolument as teacher; is clerk of the church; salary, £10. 8. Medium. 9. Of the 26 present, 3 were able to read the Second Lesson Book, 2 knew the parts of speech, 1 had some idea of general geography, and 6 wrote a fair hand; no proficiency made in arithmetic; the needlework and knitting were well taught, and some specimens were creditable. The children were all rather young; 7 of the 26 were under seven years of age. 10. School under the management of the Protestant rector, Rev. Mr. Maunsell; open only two months previous to my visit; average daily attendance during that period, 27 pupils.

79. *Clonmillane Boys' and Girls'.*—1. A very wretched thatched mud cabin in bad repair; light and ventilation imperfect; no out-offices. 2. Very humble. 3. Deficient. 4. Bad. 5. Medium. 6. Both impracticable from state of room. 7. Free house, £3; £2 from Protestant rector, Rev. Mr. Day; Board's salary, £13; total, £14. 8. See 10. 9. Heard one class only; the children read pretty well. 10. This school is taught by a mistress; she was absent owing to an attack of sore eyes, and her husband, who is a carpenter and clerk of the church, kept

school in her stead; she is a member of the Established Church, and of 35 pupils present, 6 were of the same communion. School is on the old road from Killarney to Tralee.

80. *Ferriter Boys' and Girls'.*—1. A one-story slated and vested house; roof and glazing require repairs; these are about to be executed; no out-offices. 2. Very fair; some desks in bad repair, maps torn. 7. Lord Cork pays him £5; free house worth £2; fees, £2; Board's salary, £17; total, £26. 10. No school on the day of my visit (Feb. 20th), the teacher having obtained permission to close it for the purpose of going into Tralee for medical advice, the state of his health being very bad; he appeared to me to be very ill, indeed, and quite unable to keep school, although on the previous day there were 30 children in attendance. There has been an average attendance of 61 pupils daily for the last year, of whom 25 were girls, and for their industrial instruction in sewing, &c., there is no provision. The school was erected in 1833, and is situated at Cape Sybil, at the extremity of the peninsula of Dingle, in Kerry, and is the most western point of all Ireland. The place in the vicinity is called in Irish "the end of the world." The grown people never speak English, and in a neighbouring hamlet of some dozen of houses there was no one, old or young, who understood me, or who could speak English in reply to my inquiries as to the situation of the next school. They all vacantly stared at me, the universal reply being "Na Sassenach" (no English). Entire villages here were depopulated during the last few years, the walls alone of the cabins remaining to mark their sites. From Ventry round by Smerwick Harbour, along the coast to the point opposite the Blackett Islands, the entire population has been swept away with the exception of those in some few dozen houses. Religious strife has assumed its most bitter aspect here owing to the exertions of those connected with the Dingle and Ventry Protestant Missionary Stations to bring over proselytes.

81. *Ferriter Boys' and Girls'.*—1. A vested one-story house, two rooms, only one of which appears to be used; house and premises in very good repair. 2. Good. 3. Room had been whitewashed a day or two previous to my visit, and the furniture, &c., not having been since washed or arranged, the school appeared in a state of great disorder and untidiness. 7. Board's salary, £21; no fees; Earl of Kenmare, £4 12s.; total, £25 12s. 10. Teacher was absent on private business, with permission of the manager, and the school (15 present) was in charge of a grown pupil. I examined the senior class in the lesson they were engaged at, and they answered pretty well. The exertions made by the teacher to keep the school grounds, &c., cleanly and in repair, are very creditable. The cause of the untidiness of the room (see 3) at my visit was satisfactorily explained.

82. *Vicartstown Boys' and Girls'.*—1. This is a one-story vested house, situated in the parish of Dunquin, at the south-western point of the Dingle peninsula, near Dunmore Head, and opposite the Great Blasket Island. The storms here are so great, and the situation so exposed, that the shutters can seldom be removed from the windows, and one of the sashes has been blown away altogether; thirty-seven panes of glass are broken. There are no out-offices. 2. Pretty good; there is no clock, tablets, or black board. 3. Medium. 4, 5, 6. Could not judge. 7. Board's salary, only £10. 8. Could not judge. Examined him, and found his attainments such as merely warrant that he get trial as a probationary teacher. 9. Only 3 of the 13 pupils said to be present on the day of my visit could attempt to read; the others were in the First Lesson Book. 10. To reach this school, I had to cross a mountain on foot for some miles, the new and only road to it being yet unfinished. I arrived at three o'clock, as the pupils were on their way from school. Those that I met returned with me. The school has been very poorly attended since 1847, owing to the depopulation of the neighbourhood from famine, withdrawal to the workhouse, emigration, and ejection. The average daily attendance for the past year was only 17, and there were present, at successive visits made by the district inspector, June, 1847, 1 pupil; October, 1847, 14; May, 1848, 35; October, 1848, 25; October, 1849, 21. Another cause which tended to decrease the numbers was the food given to such children as attended the Protestant Missionary School, established in the immediate vicinity of the National school. The peasantry here are in almost a primitive state. There is little tillage; the oats is threshed on the road; the manure is carried in hampers on the backs of the men and women to the field; the potatoes and corn are brought to market in panniers over the back of the Kerry pony. In several of the cabins, I found the one apartment serving for the row of Kerry cows, the sleeping-room of the family, and their kitchen; I was told there were only three or four cars or carts, a few saddles, and a few trunets in the parish. The Irish is the only language used by the people, and even in the school the teacher must translate the English names of the most familiar objects into Irish to render them intelligible to the pupils. In reply to any question put in English to a grown person, the usual answer was "Na Sassenach" (no English), or "havn't the new tongue." The parish priest is supported solely out of a fund raised by the bishop, the people being unable to contribute, as heretofore, to his maintenance.

83. *Tiernaboul Boys' and Girls'.*—1. A one-story vested house; good repair; no out-offices; is situated about two miles to the east of Killarney. 2. Good. 3. Room clean; children much neglected. 4. Good. 5. Not judicious. 6. Good. 7. Board's salary £25, and £5 to him as agricultural teacher; fees 10s; total £30 10s. 8. Medium. 9. The general answering was less satisfactory than I was led to expect from the teacher's rank, and the chief cause of which is the injudiciously high classification of the pupils. The number able to read with intelligence was only 5 of 47 pupils, and the proficiency in grammar, geography, and arithmetic, was unsatisfactory. The pupils are deficient in spelling, but the penmanship is creditable. 10. Since April, 1849, a grant of £5 a year is given to this as an Agricultural School. The teacher holds a farm of 28 Irish acres from Mr. Herbert, of Mucurus. When I visited he had on it a stock of 6 cows, 3 heifers, and a horse; 3 acres of oats and an acre and a half of potatoes, and was preparing the ground for 2 acres of turnips. There are 13 of the 28 acres arable, and he pays £16 rent for the whole farm. He states he is making little, if any, profit by the land. The farm is somewhat too far from the school to be of any service as an example to the scholars. It is fully a statute mile, or more, from the school. Of the 34 boys present at my visit, there were only 2 over 15, and 10 over 11 years of age, so that the fraction able to work on the farm was very small.

84. *Cahorelly Boys' and Girls'.*—1. A one-story vested house; one room. It is intended to

enlarge the house, and the walls of the proposed extension are built. This is very desirable, as there is ample attendance for separate schools for boys and for girls; repairs very good. 2. Fair. 3. Extremely good. 4. Medium. 5. Tolerable. 6. Both very good. 7. Board's salary £19; fees, £10; total £29. 8. Too mechanical. 9. The style of reading was very inferior, and the proficiency in grammar, geography, and general intelligence, extremely limited. Out of 92 pupils there was none could put the parts of speech through their ordinary inflections; and although 15 of the children showed a fair knowledge of Practice, there was no child present able to enter correctly from dictation a number consisting of seven places of figures. The penmanship was pretty fair. 10. Although 70 girls attend this school, there is no provision for giving them instruction in needlework. The teacher is a very kind, decent old man, and the children seem attached to him. The school, in its interior and environs, is a pattern of order and cleanliness, but there is no real intellectual education given to the pupils. The master's own attainments are very scanty—after 9 years' service in a National School, he can scarcely parse a simple sentence.

85. *Caherline Boys' and Girls'.*—1. A one-story slated house, one room; not vested; walls never plastered nor whitewashed; ventilation very bad; no out-offices. 2. Inferior. 3. Deficient. 4. Medium. 5. Not very judicious. 6. Bad. 7. Board's salary, £15; fees, £4; total, £19. 8. Medium. 9. A very fair proportion of the pupils read intelligently; the proficiency in arithmetic is medium, in grammar creditable, and in penmanship tolerable; the pupils are almost unacquainted with geography. During the past year 59 girls attended here; no provision for instruction in needlework.

86. *Gloungarragh Girls'.*—Visited Nov. 15th., with the sub-inspector, to ascertain the class the teacher is entitled to, so far as her method of conducting the school is concerned. School somewhat improved since my former visit in 1849. Attendance small; population thin and scattered; school in a romantic and most picturesque valley leading from Lismore to Clogheen, about 3 miles from the former. His Grace the Duke of Devonshire, on whose estate the school is, and who subscribed generously to its erection, allows a handsome salary to the teachers (brother and sister), together with a neat and comfortable residence. A large farm, at a moderate rent, has also been lately added, with a view to the instruction of the pupils in agriculture, the master having been specially trained for the purpose on the Board's Model Farm, Glasnevin. Hullah's vocal music is taught in both schools, boys and girls joining occasionally in one class, and some proficiency has been made.

The Commissioners have considered it desirable, that an opportunity should be afforded to the Head Inspectors of stating, in their annual Reports, their views upon various matters relating to the working of the National System in their respective Districts, and, incidentally, to the subject of elementary education in various parts of Ireland; but the Commissioners wish it to be distinctly understood, that they do not hold themselves responsible for the opinions expressed in the following Reports, nor do they feel called upon to adopt all the suggestions which they contain.

No. 4.—REPORT upon SCHOOLS INSPECTED in the Year 1850, during portions of the months of January, April, May, June, July, and December, by JAMES PATTEN, Esq., M.D., Head Inspector of National Schools.

January, 1851,

GENTLEMEN,—In accordance with the instructions of the Commissioners, I have the honor to transmit the tabulated particulars of the schools I inspected during portions of the six months above named. These details have been extracted from the Reports forwarded to the office each week during my inspections. Before, however, making a few general remarks upon them, it may be desirable here to state how my time has been occupied during the past year.

The inspection of schools (70) occupied,	66 days.
The examination and classification of female teachers,	41 „
The examination and classification of male teachers,	38 „
Business connected with the Model Schools,	12 „
Travelling in conducting the examinations, and visiting Model Schools,	39 „
General and special reports,	37 „
Off duty, owing to illness,	63 „
Ditto, private business,	6 „
Sundays and holidays,	63 „

Total, 365 days.

It thus appears that my time has been so fully occupied with the other duties of my office, that the inspection of a larger number of schools, however desirable, could not be accomplished; and although it might be difficult to overrate or exaggerate the value of a more frequent supervision of schools, yet I have not the least hesitation in declaring my conviction, that the annual special examinations of the teachers are indirectly conferring on the schools still *greater* benefits, and in a shorter period of time, than the most efficient and frequent inspections could accomplish;

as it is now well understood by all the teachers, that the chief points on which the classification turns, are the condition of their schools as regards efficiency, discipline, &c., and *positive* value in the neighbourhood. I entertain hopes, however, that the more systematic arrangements in our several districts, now recommended for adoption, with the more methodic distribution of our labours, which is gradually acquired by experience, may enable me to accomplish more frequent visits to schools for the purposes of inspection, and thus supplying myself at once with *all* the elements requisite, and deemed essential to be known previous to any decision on the classification which it is our duty to recommend for the consideration of the Board.

Of the 70 schools inspected, 21 were for males, 22 for females, and 27 were mixed—(boys and girls under a master or mistress).

Attendance in Schools Visited.—The following is a summary of the attendance returns in the above school :—

	Boys.	Girls.	Mixed.	Total.
Highest No. on the Rolls during the Year, up to } date of visit,	2,148	2,191	2,990	7,329
Average daily attendance during the Year, up to } date of visit,	1,048	864	1,152	3,064
Number on the Rolls at the time of inspection,	1,948	1,845	2,437	6,225
Number present at the time of inspection,	835	773	990	2,598
Average daily attendance to number on Rolls } (per cent),	54	46	47	—
Average time a child spends at school,	.	.	.	3½ years.
Age at which children, on an average, come to school,	.	.	.	6½ "
Average age at which they leave,	.	.	.	13 "

Smallness of the numbers present accounted for.—The numbers present at the time of inspection may, perhaps, appear small as compared with the average attendance, but this can be readily accounted for;—it will be seen from the dates in the tabulated particulars that some schools were examined in January last year, when the weather was very inclement—much snow on the ground, and the cold excessive. Others were visited in April and May when the grown children are generally occupied in field labour, and on these occasions many of the younger ones remain at home. Others, again, were visited in December, on completion of the examinations of the male teachers,—at this season also the attendance is generally thin

The ages of the Children attending the National Schools.—The statistics regarding the ages of the children, setting forth the length of time they remain at school, and the age at which they commence and finally leave, I was obliged to obtain almost entirely from the respective teachers, whose statements cannot be considered sufficiently accurate in consequence of their attention not having been heretofore called to these points, and their

192 *Appendix to Seventeenth Report of Commissioners* [1850.

registers not being framed for this specific purpose. This information, however, with greater accuracy, will be forthcoming in my report on schools visited this year, the attention of the teachers having been particularly directed to this subject.

Branches of Education taught.—The following summary, extracted from my reports will show the number of children present who were learning the different branches, and likewise the proficiency attained in them. These results may, perhaps to some, appear rather unfavorable; but the term “able to do certain things fairly” is to be understood as indicating on the part of the pupils included under this “head” a fair and creditable amount of information on the subject,—and when the words “accurately,” “correctly,” “ease and freedom,” are added, it is then to be understood that the branch in question was clearly comprehended or the given exercise was performed without any or at least with very few mistakes.

TABLE showing the Classification and Proficiency of the Children who were examined during the Year 1850, in Seventy Schools.

Learning.	Number.	Proportion per cent.
First Book of Lessons,	1,011	88.8
Second do.	790	80.3
Third do.	538	20.29
Fourth do.	209	8.03
Fifth do.	9	0.03
Grammar,	846	32.5
Geography,	911	35.1
Spelling from dictation	153	5.8
Arithmetic,		
Elementary Rules of Arithmetic,	588	22.8
Compound Rules and Reduction,	226	8.6
Proportion and above,	195	7.4
Writing on Slates,	424	16.3
Writing on Paper,	872	33.5
Proficiency.	Number.	Proportion to number learning.
Able to read the Third and higher Books } with ease and intelligence,	197	1 in 3½
Able to read the Second Book correctly,	217	1 in 4
Able to parse,	184	1 in 5
Acquainted with parts of speech,	474	1 in 2
Able to write a passage with ease and } correctness,	13	1 in 12
Able to write a sentence with tolerable } accuracy,	96	1 in 2
Able to set down accurately any number } not above seven places of figures,	193	1 in 5½
Able to work correctly a sum in Subtraction,	323	1 in 3½
Able to state and solve with readiness and } correctness questions in Practice,	108	1 in 9½
Able to write a good hand with ease and } freedom,	47	1 in 16½
Able to write fairly,	255	1 in 3½

Reading.—It appears that out of 790 learning the Second Book of Lessons, 217, or one in four, were able to read and answer the several questions, arising out of the lesson, with readiness and accuracy, while, in the Third and higher Books, we find that one in every $3\frac{1}{2}$ read with ease and intelligence. This result must be considered as very satisfactory, and we must admit that taking these schools, scattered over some five or six counties, as a fair specimen of the others, a great deal has been done to render the position of the pupil in after life, whatever may be his calling, more comfortable to himself and beneficial to society.

Causes of Irregular Attendance.—Regarding the country throughout, and taking into account the many circumstances which limit the duration of school attendance among the poor,—the frequent absence from insufficient clothing, and often from the most trivial causes,—the spring and harvest occupations of the rural districts,—the domestic avocations of the girls in household duties or light manufactures, of which sewed muslin at present may be considered the chief; we must at once come to the conclusion, that the whole average length of school instruction will necessarily be too short to enable us to accomplish all at present, which the most moderate educationists may deem essential. The great point accordingly to be aimed at by the teacher is, to adopt the best and surest method of giving the greatest possible amount of mental instruction and moral discipline in the brief period of time to which the attendance of the child is generally limited, and to render this amount of the greatest practical service in the multifarious concerns and avocations of human life. To keep such an end as this in view, requires on the part of the teacher the most unremitting perseverance, attention, and skill; he should instruct *all* his pupils *equally* and *carefully*, and avoid, except occasionally, the collective or simultaneous system of answering, by which sometimes a few pupils selected for the purpose are trained for effect, or as it is called *to tell* on the manager or a casual visitor, while the majority of the class continue generally in profound ignorance, the most intelligent scholars making all the answers, the slow and ignorant remaining entirely passive, and their minds unexercised. A more *individual* exercise of the faculties should be adopted, and the more solid and practical purposes of education kept in view with reference to the future life of the children.

It will be seen from the tabulated particulars, that a very large proportion of the children are in the First Book of Lessons, including those in the alphabet, and those spelling and reading small words of three letters; but from the arrangement of these words in short sentences, all being significant, their meanings obvious and of easy comprehension, this period of time, formerly the most tedious and embarrassing, is now comparatively, short and easy;

in some schools the art of reading even accurately is attained in a very short time indeed, and leaves of course a longer portion for the other important matters, for which *intelligent* reading must ever form the basis.

WRITING.

With regard to Writing, I am inclined to think that, until a certain degree of proficiency is attained, the junior pupils will make *much* greater progress in imitating a copy set by the teacher than writing from any of the engraved specimens commonly in use; in all the schools I have visited I find this to be the case, with scarcely an exception, particularly when the teacher himself writes a fair hand; under other circumstances, and I regret to say they are not few, the copy lines should be used and a constant supervision exercised by the teacher during the time the class is so employed, in pointing out defects and suggesting improvements. As it appears that the average time a child spends at school is about four and a-half months in each year, extending over portions of six or seven years, making his schooling only equal to about three consecutive years, and finally leaving at the age of 13 or 14, it follows that a tolerable acquaintance with reading, writing, and arithmetic, with, perhaps, a little grammar and geography, is all that can reasonably be expected from the present rate of attendance. It is my pleasing duty, however, to testify that this important amount of instruction is fully attained, with very few exceptions, in most of the schools I have visited. It must, therefore, be readily conceded that the boys and girls of 1851 are greatly advanced in intellectual acquirements, beyond the condition of their parents, when at the same age; and it may reasonably be inferred that when these children shall have reached the age of manhood or womanhood, they will be equally in advance in both mental power and habits of reflection; thus enabling them to meet and sustain the trials and daily vicissitudes of life, with resolution, energy, and self-possession. Considerations, such as these, will often be serviceable to the honest and conscientious teacher, who feels much disappointment and regret at losing his best scholars just at the time when they are beginning to do him credit. With regard to the proficiency in writing, I find that out of 872 pupils writing on paper, 255, or 1 in 3 $\frac{1}{2}$, have been entered as able to write fairly, and 47, or 1 in 18 $\frac{1}{2}$, able to write a good hand with ease and freedom. Out of the whole pupils present at the several inspections a little over 33 per cent. were able to write;—this must be acknowledged a large proportion when we consider the early age at which the children commence school—the junior classes averaging over 38 per cent. of the entire attendance.

WRITING FROM DICTATION.

In connexion with Penmanship, I would here observe that in

most of the schools I have visited, writing from dictation has either not been introduced, or, if so, is still taught imperfectly, and for the most part confined to the senior classes. My impression is, that dictation lessons should be commenced at a much earlier period and the children, as soon as possible, should be made acquainted with the advantages of learning to write, and with its value in enabling them to hold communication with their relatives and friends in whatever quarter of the globe their lot may be cast. To this end as soon as the child can read tolerably, even in the First Book, he should learn to make letters on the slate, and in fact commence writing: at first short words of three letters should be dictated to him, gradually advancing to two syllables; in this way the memory and other faculties of the mind will be brought into exercise at an early age and the general intelligence will be much improved. Afterwards the exercise may consist of a few short sentences; then the substance of a short lesson may be written down by the more advanced classes in their own words. In every instance the pupils, at the termination of the writing, should be directed either to show their slates to the teacher or to correct the writing themselves. This may be accomplished in various ways. One plan occasionally adopted, and I think a good one, is for the teacher to spell each word of the lesson or exercise, correctly, and every child to mark the improperly spelled words, and to place at the bottom of the slate a figure representing the number of errors; the whole class should then be required to show their slates to the teacher. I have frequently recommended the above plan and when adopted and persevered in I have always found it to be attended with singular success.

ARITHMETIC.

I shall now offer a few brief remarks on the condition of the schools, with reference to Arithmetic; in the estimation of the parents of the children and the managers of the schools, one of the most important branches, because, in their judgment, the most useful and more immediately applicable to the ordinary business of life; and, as might be expected, this branch takes a prominent lead in all the schools with, perhaps, a few exceptions, affecting those conducted by a mistress where industrial employments occupy a considerable portion of time. With respect to the numbers learning arithmetic, I find that more than 22 per cent. of the entire children in attendance were in the four Simple or Elementary Rules, over 8 per cent. in the Compound Rules and Reduction, and 7 per cent. were in Proportion and Practice. And with regard to the *proficiency* I find that one in three were able to work sums in the simple rules correctly, and one in nine able to do questions in Practice with readiness and accuracy.

I consider it my duty to observe in this place, in connection with the above details, which on the whole are rather favourable and full of hope for the future,—that Numeration and Mental Arithmetic have been too much neglected; the whole system of arithmetical teaching is still far too technical, being based upon rules the principles and *rationale* of which are seldom explained to the children; the consequence is that this branch is often the soonest forgotten on leaving school. The exercises on Mental Arithmetic are in general free from the above defects, the results being arrived at by regular steps, whose connection with each other and with the extremes—that is the question and answer—is more immediately perceived, and in this way the exercise may be made to contribute, in no small degree, to mental development generally.

GRAMMAR.

The teaching of Grammar is much too technical and abstract, the old system of committing rules to memory, to which at the time the child can attach no meaning, still exists and should at once be abandoned. A short examination each day, with a lecture on the parts of speech, illustrated by *sensible* objects, and then the parsing of an easy prose sentence, will in a short time accomplish a great deal. Composition and the parsing of poetical extracts, will necessarily require a more extended course.

Out of the entire number in attendance, I find over 32 per cent. learning grammar, and I think the proficiency will appear fair enough when I state that, out of 474 learning, 1 in 2 was acquainted with the parts of speech, and out of 184, 1 in 5 was able to parse correctly a plain sentence in prose.

GEOGRAPHY.

In consequence of the recent supply of large maps, by the Commissioners, gratuitously, the isolated and destitute schools, heretofore unable to purchase, have been greatly benefited, and Geography is now more or less taught in nearly all the schools I have inspected. The methods of teaching it, I regret to say, are still far from satisfactory. The children are told that the world is round like an orange, and that the map is “a picture of the earth.” These two statements must appear to contradict each other, and it is only very seldom that a sufficiently clear explanation is given by the teacher in order to reconcile them. Again, I sometimes find many in the class able to give the names of places in China and the Indian Archipelago, who, when asked, were unable to tell the names of the counties or of the principal town of the province in which they reside. The boundaries and outlines of the great divisions of the land and water—the names of the countries, with their chief towns and rivers, may be

accurately stated, and still the great general objects of geography may not be realized: for instance, the actual size, position, and distance, apart, of places which they are in the habit of naming daily, are seldom comprehended, not having been compared with the size and distance of places with which they are familiar. I find that 35 per cent. of the entire number in attendance, were learning geography, and about one in four knew the outlines of the map of the world fairly. I would strongly recommend that one *large blank* map of the world should be given gratuitously to each of the more destitute schools, the cost would not be much and a great amount of good would be produced.

NEEDLEWORK.

Out of 773 girls present at the time of inspection, I find 368, or 1 in 2½, learning sewing, knitting, &c. Needlework is also taught in some of the mixed schools when there is a work-mistress. In this department I find two defects very prevalent which ought not to exist; namely, too much time given to *mere* ornamental or fancy work, and very little to the plain and useful work, while *cutting out*, the most necessary and important of the whole, is rarely taught.

NATURAL HISTORY.

Two large sheets, exhibiting a tabular view of the classification adopted in that very comprehensive and popular work, "Zoology for Schools," published by Mr. Patterson of Belfast, have in some schools been hung up on the walls, but I am sorry to say as yet more for ornament than use. This ought not to be so. Natural History seems better adapted than most other subjects to the comprehension of the youthful mind, and in some few schools, where it is taught with some degree of attention, I found the results most satisfactory, as manifested by the eager and ready answers, and the lively enjoyment expressed by the scholars in the lesson. The explanation of this subject is generally interesting, being more obvious and simple, less reduced to an abstract form, and illustrated, for the most part, by real or pictorial examples.—Conversations about animals, birds, insects, flowers, &c., have always a peculiar charm for children, and the lesson would be a sort of recreation after the exercise on grammar or arithmetic.

ORGANIZATION.

In many of the schools where the organization is defective, it is to be attributed, in most cases, to the inadequacy of school accomodation, and the absence of any available resources for the supply of school requisites, furniture, repairs or apparatus.

The details regarding the payments of the pupils will be seen in the following summary.

Number on the Rolls entered.	Boys (21 Schools).	Girls (23 Schools).	Mixed (27 Schools).	Total (70 Schools).
As gratuitous,	163	249	160	572
At rates exceeding 5s. per quarter,	7	—	4	11
At rates not exceeding 1s. 1d. per quarter,	488	1,281	1,073	3,442
At other rates,	54	54	396	504
Total fees received in one year,	£58 2 0	£54 13 9	£106 6 8	£219 2 5

The number of the paying children on the rolls at the above 70 schools is 3,957, consequently the sum paid for the schooling of each child is about 1s. 1½d. per annum. It is to be observed, however, that a large number, entered at certain rates, do not pay, and therefore the amount annually received by the teacher, as school fees, is, perhaps, considerably under what has been above stated.

The teachers' incomes are summed up in the following table.

	Boys (21 Teachers).	Girls (23 Teachers).	Mixed (27 Teachers).	Total (70 Teachers).	Average.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salary from the Board,	302 0 0	229 0 0	471 0 0	1,002 0 0	15 12 0
Income from School-fees,	58 2 0	54 13 9	106 6 8	219 2 5	3 2 7½
Income from local contributions and other sources,	111 0 0	80 0 0	53 16 8	244 16 8	3 9 11½
Total,	561 2 0	363 13 9	631 3 4	1,555 19 1	22 4 6½

Amount of Teachers' Salaries, and Average Annual Cost of the Schooling of each Child.—In consequence of the money columns of the report book having been in some cases irregularly kept, the details regarding the payments of the pupils, have been taken down in those instances from the statements of the respective teachers, which may be considered tolerably correct. It thus appears that the salary from all sources of the 70 teachers is £1,555 19s. 1d. per annum, and taking the total number of children on the rolls at the time of inspection, would leave the average annual cost of the schooling of each child, including all sources, at 5s. 3½d. If we deduct from this 1s. 1½d., received for each child, from school-fees, and 1s. 1d. from local

contributions, &c., it would appear that 3s. 0½d. is about the annual cost of each to the Commissioners, and, on the other hand, if we take the average attendance as the basis of our calculation, the average payment made by the Board alone for each child, educated at these schools, would be nearly 7s. 1½d. per annum; from fees and other sources 3s.—total annual average cost per child 10s. 1½d.

Before concluding this report I have to observe, that the manifest symptoms of returning prosperity, the dawn of which is now distinctly visible, even in the more remote western districts, will have a direct tendency to diminish, if not entirely remove, many of the obstacles which have for a time partially impeded the progress of National Education. The people, both old and young, are beginning, under more healthy influences, to place more reliance on their own exertions; the poor rates, in many places, are rapidly diminishing; and the civilizing effects of railway communication, in bringing all classes into more immediate contact, cannot fail to realize the many desirable results which the peculiar circumstances of the country have kept so long in abeyance.

I have the honor to be, Gentlemen,

Your obedient servant,

JAMES PATTEN,

Head Inspector.

COUNTY.	Roll No.	SCHOOL.	Date of Visit.	Highest number on Books for with accuracy.	present	Able to write with ease
District 16.	1. Leitrim, . 3072	Carrick-on-Shannon, m.	1850. January 7			
	2. " . 1024	Jamestown, m.	" 10			
	3. Roscommon, 1850	Cortubber, m.	April 10			
	4. Leitrim, . 1335	Drumsna, m.	" 11			
	5. Roscommon, 5923	Elphin, m. No. 2, "	" 12			
	6. " . 1753	Elphin, m. No. 1, "	" 16			
	7. Leitrim, . 1217	Lisduff, m. No. 1, "	" 19			
	8. " . 3127	Manorhamilton, m.	" 25			
District 10 & 12.	9. Monaghan, 358	Latlurkin, m.	" 30			
	10. Fermanagh, 4387	Derrygonnelly, m.	June 19			
	11. " . 2034	Enniskillen, m. No. 1, "	" 24			
	12. " . 3270	" m. No. 2, "	" 25			
District 12.	13. Sligo, . 4353	Cliffoney, m.	" 27			
	14. Donegal, . 4420	Ballyshannon, m.	July 5			
	15. " . 4418	Carrickboy, m.	" 9			
	16. " . 2615	Ballintra, m.	" 16			
District 10.	17. Armagh, . 5446	Drumbee, m.	Dec. 6			
	18. " . 101	Armagh, m.	" 10			
	19. " . 105	Blundel's Grange, m.	" 17			
	20. " . 4022	Middleton, m.	" 19			
	21. " . 103	Killooney, m.	" 20			

INSPECTION OF MALE SCHOOLS.

GENERAL REMARKS.

J. PATTEN, ESQ., M. D., HEAD INSPECTOR.

1. School-house and Premises. 2. Organization. 3. Methods. 4. Instruction. 5. Discipline.
6. Master and Mistress. 7. General.

I. *Corrick-on-Shannon*.—1. Good. The landlord, Mr. St. George, always keeps the house and premises in very good repair. 2. Defective. 3. Good. 4. Fair amount of instruction given. 5. Good. 6. Teacher well qualified, but owing to peculiar circumstances, not likely to succeed here. 7. The Manager intends appointing another teacher more likely to obtain a large attendance of children. Over this, approached by a separate entrance, is the female school-room.

II. *Jamstown*.—1. Tolerable premises; not sufficiently clean; no play-ground; light and ventilation pretty good; offices tolerable. 2. Middling. 3. Good. 4. Middling. 5. Tolerable. 6. This teacher, lately one of the best in the district, is now much failed in intellectual energy and physical power, owing to a long and dangerous attack of fever, from which he has lately recovered. The school, it is expected, will greatly improve as the teacher acquires strength.

III. *Cortubber*.—1. Well-built, substantial, slated cottage, in good repair; accommodation sufficient for the attendance; light and ventilation pretty good; offices, none. 2. Pretty fair. 3. Tolerable. 4 and 5. Fair. 6. An intelligent teacher, trained; he receives a salary from the Board of £17, and £5 from school fees—total income, £22 per annum. 7. There is a large attendance at this school, and it seems to be doing much good in the neighbourhood.

IV. *Drumena*.—1. In bad repair, the roof in particular; in all other respects suitable. 2, 3, 4. Very fair. 5. Good. 6. A well qualified and very promising teacher; conducts his school with great neatness and order; school accounts correctly and neatly kept; a good average attendance of children; teacher receives £22 per annum from the Board, only £2a. as school fees, and £6 from local contributions. Attached to this, but in a separate part of the building, there is a female school. No residence for either master or mistress.

V. *Elphin* (No. 2).—1. Not well adapted; offices in bad repair. 2. Middling. 3 and 4. Fair. 5. Pretty good. 6. A very intelligent and promising trained teacher; appears to like his profession; children cheerful and lively; he receives £21 per annum from the Board, and £10 from the Very Rev. Dean Warburton; no school fees. A residence is attached to the female schoolhouse, at some distance, rent free, which accommodates master and mistress.

VI. *Elphin* (No. 1).—1. Suitable, and in pretty good repair. 2. Pretty fair. 3. Moderate. 4. Reading taught with care; arithmetic tolerably well explained; geography and grammar defective. 5. Satisfactory. 6. Teacher, although trained, of moderate information, but intelligent and zealous; receives £15 from Board, and £1 10s. school fees—total income, £16 10s. No residence. 7. The attendance is good; children of a very poor class. The R. C. Dean and his curates visit the school frequently. Attached there is a female school with separate entrance.

VII. *Lisduff*.—1. Good slated cottage in fair condition, consisting of male and female school-rooms, with separate entrances; light and ventilation sufficient. 2. Moderate. 3. Ordinary. 4. Too limited. 5. Tolerable. 6. Teacher trained; rather intelligent, and tolerably well qualified; attendance small; children very young, and remain at school but a short period; teacher receives £10 per annum from the Board; scarcely anything from school fees, and £6 from local contributions. 7. A supply of books and apparatus much required.

VIII. *Manorhamilton*.—1. House well adapted for school purposes; light and ventilation good. 2. Only middling. 3. Not very judicious. 4. Rather limited. 5. Tolerable. 6. Teacher untrained; attentive and steady, but unskilled in the art of teaching; attendance good; writing and arithmetic defective; supply of books and apparatus bad; teacher receives £10 from Board, and only £1 from school fees; very few of the children able to pay. 7. This teacher is very young, and only recently appointed; will likely become a good useful master, when trained; he seems zealous and attentive, and anxious to do his duty; no residence attached.

IX. *Latturkin*.—1. A good substantial house, well finished, and very suitable, consisting of male school below, and female school above, with separate entrances. 2. Pretty good. 3. Tolerable. 4. Not extensive, but improving; maps in bad condition; arithmetic not sufficiently taught; writing only middling; copy-books not neat; reading and explanation fair; wants a supply of maps and stationery. 5. Fair. 6. A trained teacher, sensible and steady; of fair acquirements, and capable of doing his duty; requires, perhaps, a little more energy and zeal; he receives £21 a year as salary from the Board; no school fees, and £16 from Patron; no residence.

X. *Derrygonnelly*.—1. House ill adapted; light and ventilation bad; order and cleanliness

not sufficiently attended to; no offices or play-ground attached. 2. Imperfect. 3. Old system; too mechanical. 4. Very limited; the progress of the children poor; all the classes in a backward state; in addition to reading, some elementary writing and arithmetic taught, but very imperfectly. 5. Very middling, owing, in part, to the inferior accommodation. 6. Teacher untrained; rather intelligent, but wants system and skill in managing his school; he seems careless and untidy in his dress and appearance; order and cleanliness not sufficiently observed by the children. 7. The general tone and aspect of this school unsatisfactory; teacher receives £17 a year as salary from the Board, only £1 as school fees, and no residence.

XI. *Enniskillen* (No. 1).—1. A good substantial slated house, two stories; female school-room over the male; light and ventilation pretty good; offices in good order; situation and locality of the school-house unfavourable; attendance generally good. 2. Fair. 3. Tolerable. 4. Only limited; children very poor, and remain at school a very short time; reading and explanation good; principles of spelling and writing from dictation tolerably fair; penmanship good; answering in the other branches indifferent. 5. Good. 6. A very deserving and energetic teacher, with moderate acquirements; has been trained, and possesses considerable skill in teaching; he receives £19 a year salary from the Board, and only £1 as school fees, which is his total income; no residence attached, and he is obliged to pay £4 12s. 4d. a year rent for the school-house.

XII. *Enniskillen* (No. 2).—1. House ill adapted for school purposes; school-room too small and confined; light and ventilation bad; furniture indifferent. 2. Not good, for want of sufficient accommodation. 3. Tolerable. 4. Too limited; reading and explanation not satisfactory; arithmetic not well taught; writing indifferent. 5. Very middling. 6. A promising teacher, rather young, and untrained; possesses a large amount of information, but without sufficient method or skill in communication; he receives £10 a year from the Board, and about £8 from school fees; the school-room forms a portion of the house in which he resides, with his mother, who is the teacher of the female school.

XIII. *Cliffoney*.—1. House very good, and premises neatly kept; consists of male and female school-rooms, with residences for the teachers attached; built and endowed by the Right Honourable Lord Palmerston; offices, &c., in good repair; light and ventilation good; accommodation and furniture sufficient. 2. Fair. 3. Tolerable. 4. Rather limited; reading and explanation fair; writing and arithmetic tolerable; grammar and geography defective. 5. Pretty fair. 6. Teacher not trained, of limited acquirements, but steady and attentive; old methods; he receives £15 a year salary from the Board, and £21 from the Patron; no school fees. 7. The village and neighbourhood very poor, and depending, for the most part, upon this school, which is generally well attended.

XIV. *Ballyshannon*.—1. House substantial, commodious, and well adapted, consisting of male and female school-rooms, with suitable offices; no play-ground; good supply of furniture, maps, and black board. 2. Good. 3. Very fair. 4. Satisfactory; classes well grounded in the different subjects. 5. Firm and efficient; very little corporeal punishment. 6. A very promising and intelligent trained teacher; performs his work zealously and faithfully, and is very popular in the town; receives £21 per annum as salary from the Board, with £5 additional for an evening school, and £8 from school fees, making his total yearly income £32; no residence. 7. This is an important school, in a good market town of an agricultural district, on which the children of the poor have principally to depend.

XV. *Carrickboy*.—1. A suitable and substantial house, roomy and convenient, containing male and female school-rooms, with separate entrances; sufficient accommodation; light and ventilation good; offices suitable, and in good repair; furniture sufficient, with tablets, maps, and black board. 2. Fair. 3. Good. 4. Classes well taught, and the subjects skillfully explained. 5. Good; children quiet and attentive. 6. A trained teacher, lively and zealous in his profession; questions the children with much intelligence and judgment; he is ably assisted by a paid monitor, of fair abilities and much promise; he receives £22 a year from the Board, and £5 from school fees; no residence or other advantage.

XVI. *Ballintra*.—1. House not well adapted; light and ventilation very middling. 2. Imperfect. 3. Too mechanical. 4. Too limited; subjects not sufficiently explained to the children, who appear to have made little progress; scarcely any grammar or geography taught; writing bad; arithmetic only commenced. 5. Tolerable. 6. A trained teacher, but does not, as it would appear, conduct his school in a satisfactory manner. 7. This school is situated in an agricultural village, where the attendance of the children is frequently interrupted by field labour; the attainments of the children are at present very low, the older and upper ones being at work in the fields.

XVII. *Drumke*.—1. A large, substantial, and well finished school-house, the male and female school-rooms forming wings at each end, and the teacher and his wife, who is the school-mistress, reside in the centre portion; good accommodation, with sufficient light and ventilation. 2. Middling. 3. Too much of the old system. 4. Very limited; little questioning or explanation. 5. Tolerable. 6. Teacher not trained; he seems to be doing his work with diligence; but, through want of skill in the now improved method, is not likely to succeed well. He receives £10 a year from the Board, £3 from fees, and £4 from the manager, the incumbent of the parish, who visits the school frequently.

XVIII. *Armagh*.—1. A large substantial house, in pretty good repair, consisting of male and female school-rooms, one above the other, with separate entrances; light and ventilation pretty good; offices in middling condition; no play-ground. 2. Fair. 3. Tolerable. 4. Classes seem to have made fair progress. 5. Good. 6. Teacher trained, assisted by his wife, who teaches the junior classes; receives £22 a year from the Board, £3 from fees, and £13 from local contributions; the assistant receives £9 from the Board. 7. The tone and aspect of this school is not pleasing, although fairly conducted; room for much improvement in the order, regularity, and cleanliness of the pupils; the teacher rather careless and negligent in his attire and personal appearance; classes taught with care and success in most of the branches.

XIX. *Blundel's Grange*.—1. House very commodious, neat, and comfortable, with teacher's residence attached, consisting of male and female school-rooms, one over the other, with separate entrances; light and ventilation good; sufficient furniture and apparatus, with black

board; offices and play-ground in good repair. 2. Good. 3. Very fair. 4. Classes well taught; arithmetic well explained; writing fair; advanced classes have a good knowledge of grammar and geography. 5. Strictly maintained, with mildness. 6. Teacher trained, well informed, and intelligent; conducts his school with skill and success—perhaps rather wanting in energy; he receives £23 a year from the Board, £6 from school fees, and £14 from patron, the Hon. Mrs. Caulfield. 7. The tone and aspect of the school pleasing.

§XX. *Middleton*.—1. A good slated cottage, consisting of male and female school-rooms, with separate entrances; light and ventilation tolerable; no offices or play-ground; furniture and other apparatus pretty good; no black board. 2. Tolerable. 3. Fair. 4. Reading and spelling taught with care; writing moderate; arithmetic pretty well explained; advanced classes have made fair progress in geography and grammar. 5. Tolerable. 6. A trained teacher, intelligent and generally well qualified; children rather deficient in spelling; copy-books not neat; teacher receives from the Board £23 a year, and £3 from school fees; no residence attached.

XXI. *Killooney*.—1. A very nice ornamental cottage structure, tastefully laid out with ornamental trees and flowering shrubs, consisting of male and female school-rooms and residence for teachers; light and ventilation good, with suitable offices and play-ground; furniture and school apparatus sufficient. 2. Tolerable. 3. Pretty good; rather defective in experience. 4. Amount of instruction rather limited; attendance small; children young; knowledge of the classes as yet very elementary. 5. Middling. 6. A recently trained teacher, very young, and only lately appointed, of very promising appearance, and likely to do well; receives £17 a year from the Board, £5 from school fees, and £18 from the patron, Honorable Mrs. Caulfield. 7. Owing to the small attendance and the youth of the children, the result of the examination was rather unsatisfactory.

					Highest number on Books for			present the		
					with			Able to write with ease and correctness.		
								Able to set down accurately any		
COUNTY.	Roll No.	SCHOOL.	Date of Visit.							
DISTRICT 16.	22. Leitrim, .	3073	Carrick-on-Shannon, .	1850. Jan. 8	19	-	-	-	-	-
	23. Roscommon,	2494	Cortubber, . . .	April 9	27	-	-	-	-	-
	24. Leitrim, .	2354	Drumsna, . . .	" 11	9	-	-	-	-	-
	25. Roscommon,	5924	Elphin, No. 2, . .	" 12	10	-	-	-	-	-
	26. " .	3695	Elphin, No. 1, . .	" 16	5	-	-	-	-	-
	27. Leitrim, .	5320	Lisduff, No. 1, . .	" 19	8	-	-	-	-	-
	28. " .	3128	Manorhamilton, .	" 25	8	-	-	-	-	-
	29. Monaghan,	359	Latlurkin, . . .	" 30	-	-	-	-	-	-
	30. Fermanagh,	4388	Derrygonnelly, . .	June 20	-	-	-	-	-	-
	31. " .	2035	Enniskillen, No. 1,	" 24	84	-	-	-	-	-
	32. " .	3097	Do., No. 2, . . .	" 25	63	-	-	-	-	-
DISTRICT 12.	33. Sligo, .	3774	Cliffoney, . . .	" 28	113	-	-	-	-	-
	34. Donegal, .	4421	Ballyshannon, . .	July 8	160	-	-	-	-	-
	35. " .	4419	Carrickboy, . . .	" 10	84	-	-	-	-	-
	36. " .	3741	Ballintra, . . .	" 16	40	-	-	-	-	-
	37. " .	4081	Bundoran, . . .	" 18	66	-	-	-	-	-
DISTRICT 10.	38. Armagh, .	5447	Drumbee, . . .	Dec. 6	98	-	-	-	-	-
	39. " .	102	Armagh, . . .	" 9	190	-	-	-	-	-
	40. " .	106	Blundel's Grange, .	" 17	118	-	-	-	-	-
	41. " .	1482	Charlemont Place, .	" 18	75	-	-	-	-	-
	42. " .	5819	Middleton, . . .	" 19	101	-	-	-	-	-
	43. " .	104	Killooney, . . .	" 20	91	-	-	-	-	-

GENERAL REMARKS.

FEMALE SCHOOLS.

XXII. *Corrick-on-Shannon*.—1. Good; light and ventilation satisfactory. 2. Tolerable. 3. Fair. 4. Rather limited; reading and spelling tolerable; writing pretty good; arithmetic not sufficiently explained; fair progress made in sewing and knitting. 5. Good. 6. A trained mistress of fair attainments, attentive and zealous in the discharge of her duties; she receives £13 from the Board, hardly anything from school fees, and £15 from Mr. St. George, the patron. 7. The tone and aspect of this school rather pleasing; a good supply of books and stationery is much required.

XXIII. *Corribber*.—1. Suitable light and ventilation; pretty good furniture, and apparatus sufficient; the approach rather wet; requires repairs. 2. Tolerable. 3. Fair. 4. Fair average. 5. Good. 6. Mistress not trained; fair amount of information, but owing to delicate health, unable to discharge the duties of the office with sufficient energy; the children very young, and the instruction merely elementary; she receives £13 a year from the Board, and only about 10s. in school fees; no residence. 7. Should the mistress recover her health, the school will likely improve in efficiency; about 19 of the children learn needlework.

XXIV. *Drumena*.—1. Good, with the exception of the roof, which requires repairs; furniture and school apparatus good. 2. Good. 3. Efficient. 4. Fair; reading and spelling good; writing tolerable; copy-books neat. 5. Satisfactory. 6. A trained mistress; conducts her school very creditably, and with much intelligence.

XXV. *Elphin* (No. 2).—1. Well adapted; good accommodation; furniture and apparatus sufficient. 2. Pretty good. 3. Tolerable. 4. Reading and spelling carefully taught; writing fair; the other branches in a backward state. 5. Good. 6. Mistress not trained; appears zealous and attentive in the performance of her duty; receives £15 per annum from the Board, nothing from school fees, and £5 a year from the patron, the Dean of Elphin, who visits the school frequently; one-fourth of the children were learning needlework.

XXVI. *Elphin* (No. 1).—1. House well adapted; furniture and apparatus sufficient. 2. Tolerable. 3. Middling. 4. Limited; reading and spelling not good; writing indifferent; arithmetic merely commenced; progress of children poor; little explanation given; order and cleanliness not sufficiently observed. 5. Middling. 6. Mistress trained; does not appear well adapted to her business, and is not likely ever to become a good teacher; she receives £13 a year from the Board, and only £1 from school fees; no residence attached; only 8 of the children were learning needlework.

XXVII. *Lisduff* (No. 1).—1. Pretty good; furniture sufficient; bad supply of books and requisites; approach to the entrance in bad repair, and in a dirty state. 2. Middling. 3. Tolerable. 4. Very elementary; attendance so small could not ascertain particulars. 5. Fair. 6. Mistress not trained, of tolerable information, steady and attentive, but the children do not appear to have made much progress under her; she receives £13 a year from the Board, and 10s. from school fees. 7. In consequence of the small attendance, I was unable to ascertain the ordinary condition of this school.

XXVIII. *Manorhamilton*.—1. House very suitable; accommodation, furniture, and apparatus satisfactory; supply of books and requisites deficient. 2. Good. 3. Pretty fair. 4. Tolerably good; reading and spelling well taught; writing fair; copy-books in good order; good progress made in arithmetic; eight only were learning sewing—too few for the number present. 5. Pretty good. 6. A trained mistress, intelligent, and anxious to do her work well; children clean and orderly; she receives £15 a year from the Board, and £1 10s. from school fees; no residence attached. 7. The general tone and aspect of the school satisfactory.

XXIX. *Latturkin*.—1. Very satisfactory; accommodation, furniture, and apparatus, very good; supply of books and requisites not sufficient. 2. Tolerable. 3. Fair. 4. Tolerably fair; reading and spelling pretty good; writing fair; arithmetic indifferent; geography and grammar not sufficiently attended to; nine only sewing—too few for the number in attendance. 5. Good. 6. A trained mistress, assisted by a monitor, who takes care of the junior classes; mistress well qualified, but does not appear to possess sufficient zeal and energy; classes do not seem to have made fair progress; she receives £18 a year from the Board, no school fees, and £15 from local contributions; no residence. 7. School-room particularly clean and neat, and the children cheerful.

XXX. *Derrygonnelly*.—1. Not well adapted; accommodation, furniture, and apparatus, insufficient; bad supply of books and requisites. 2. Indifferent. 3. Tolerable. 4. Reading too hurried and indistinct; writing bad; only four in the elementary rules of arithmetic; geography and grammar not taught. 5. Middling. 6. Mistress not trained, recently appointed, and without experience; she possesses a tolerable amount of information, has a fair share of zeal and energy, and seems to like the employment; I have no doubt, when trained, she will eventually become a good teacher; she receives £9 a year from the Board, and scarcely anything from school fees; and had she not a residence attached, this income would be far from sufficient for her maintenance.

XXXI. *Enniskillen* (No. 1).—1. Satisfactory; school-room very clean and orderly; light and ventilation good; supply of furniture and apparatus good; books and stationery wanted. 2. Tolerable. 3. Pretty fair. 4. Reading and spelling tolerable; writing middling; arithmetic moderate; geography and grammar not sufficiently taught; twelve learning needlework. 5. Fair. 6. Mistress not trained; only lately appointed; seems attentive, and willing to do the work as well as she can, but requires training and more experience; she receives £9 a year from the Board, and only 10s. during the last six months from school fees. 7. Although this school is in a very remote and poor part of the town, the children (73 present) were orderly, clean, and neat in their appearance.

XXXII. *Enniskillen* (No. 2).—1. Ill adapted; accommodation and furniture insufficient. 2. Not good. 3. Indifferent. 4. Very limited; reading and spelling defective; writing tolerable; arithmetic not well taught; geography and grammar only commenced. 5. Indifferent. 6. Mistress trained, and possesses fair abilities, but from ill health and other causes has lost much of her former teaching powers; classes do not appear to make sufficient progress; the narrow confined room, and the bad light and ventilation, present additional obstacles to the efficiency of this school. The mistress receives £15 a year from the Board, and £8 from school fees. The school-room forms a portion of the *dwelling-house*.

XXXIII. *Clifney*.—1. House very suitable; everything connected with school-keeping in a satisfactory state. 2. Good. 3. Good. 4. Fair; reading and spelling good, and successfully taught; writing and arithmetic good; tolerable progress made in grammar and geography; children very clean, orderly, and cheerful; one of the nicest schools I have visited for a long time. 5. Satisfactory. 6. Mistress trained, and conducts her school with skill and ability; she receives £18 per annum from the Board, and £3 from school fees, in addition to £25 from the patron, Lord Palmerston; she has also a residence, rent free, attached to the school-house.

7. This is a good village school, and remarkably well conducted.

XXXIV. *Ballyshannon*.—1. Very suitable; furniture and apparatus good; light and ventilation satisfactory, with sufficient accommodation. 2. Fair. 3. Pretty good. 4. Good; children read well, and spell, for the most part, accurately; some write sentences from dictation tolerably; writing fair; copy-books neat; arithmetic, as far as they have gone, well taught; geography and grammar tolerable. 5. Good. 6. A trained mistress, very attentive to her business, and anxious to improve the children; she receives £13 a year from the Board, and £3 from school fees; no residence attached.

XXXV. *Carrickboy*.—1. Well adapted; light and ventilation good; accommodation, furniture, and apparatus sufficient. 2 and 3. Tolerable. 4. Rather limited; reading indistinct; spelling tolerable; meaning of words not sufficiently explained; writing tolerable; copy-books clean and neat; sufficient progress not made in the other branches; 23 girls were learning needlework. 5. Moderate. 6. Mistress lately trained, and is now likely to be more successful than heretofore; acquirements fair; appears diligent and attentive to her business; she receives £14 a year from the Board, and £3 from fees; no residence attached. 7. This school is situated in one of the poorest outlets of Ballyshannon, and is doing much good, and likely to improve considerably.

XXXVI. *Ballintra*.—1. Not well suited; accommodation, furniture, and apparatus insufficient; light and ventilation defective; supply of requisites bad. 2. Defective. 3. Bad. 4. Very indifferent in every respect; reading and spelling bad, and equally deficient in the other subjects; only one writing on paper in the school. 5. Not good. 6. Mistress trained, but appears to have derived little benefit; appears in no way adapted, or even qualified, for the business of teaching; her literary attainments are very poor, and not likely to improve; she receives £9 a year from the Board, and £4 from school fees; no residence attached.

XXXVII. *Bundoran*.—1. In every respect unsuited; room too low, narrow, and confined; light and ventilation bad; furniture and apparatus insufficient; supply of books and stationery very deficient. 2. Middling. 3. Tolerable. 4. Too limited; reading and spelling tolerable; writing and arithmetic very indifferent; fifteen learning needlework. 6. A trained mistress, of fair attainments, steady and attentive, but does not seem to have succeeded as a teacher in proportion to her qualifications. I think the narrow, close, and ill-ventilated school-room, will always operate as a formidable obstacle to her success; she receives £14 a year from the Board, and £5 from school fees.

XXXVIII. *Drumree*.—1. Well adapted in every respect; furniture and apparatus sufficient; light and ventilation good. 2. Tolerable. 3. Middling. 4. Very poor and limited in extent; reading defective, and devoid of intelligence; meaning of words and subject matter of the lesson not explained; no writing or arithmetic. 5. Tolerable. 6. Mistress untrained; attentive and steady, but not sufficiently smart or skilled in the details of school management; fifteen learn needlework; she receives £9 a year from the Board, £3 from school fees, and £4 from the manager, Rev. Mr. Hardy.

XXXIX. *Armagh*.—1. Good; furniture and apparatus sufficient; light and ventilation fair; supply of books and requisites defective. 2. Good. 3. Satisfactory. 4. Fair; reading and writing creditable; arithmetic well taught; satisfactory progress made in the other branches. 5. Good. 6. A trained mistress, intelligent and well-informed; conducts her school with much skill; she receives £18 a year from the Board, and £6 13s. 9d. from school fees and local contributions. 7. There is an assistant in the school, who manages the junior classes; forty learning needlework.

XL. *Blundel's Grange*.—1. Very good; furniture and apparatus suitable; supply of requisites rather deficient. 2. Pretty good. 3. Tolerable. 4. Classes fairly taught; the answering of the children satisfactory. 5. Fair. 6. Mistress trained; seems very intelligent and zealous in the discharge of her duty; she receives £14 a year from the Board, £5 school fees, and £6 from the patron, Honourable Mrs. Caulfield. 7. School-room remarkably clean and neat; children orderly and attentive.

XLI. *Charlemont Place*.—1. Tolerable. 2 and 3. Pretty good. 4. Moderate; progress of the children seems fair; twelve learning needlework. 5. Good. 6. Mistress not trained; of respectable attainments, and attentive to her duties; she is assisted by a mistress of considerable smartness and aptitude, who instructs the junior classes.

XLII. *Middleton*.—1. Suitable; accommodation, furniture, and apparatus, fair. 2. Tolerable. 3. Intelligent. 4. Reading and spelling taught with care and success; writing fair; elementary rules of arithmetic well explained; nine learning needlework. 5. Good. 6. Mistress untrained, very young, but smart and intelligent; method of communicating good. 7. Tone and aspect of this school very promising.

XLIII. *Killymore*.—1. Good. 2, 3, and 4. Satisfactory; children appear to have made fair progress, but in consequence of the very small attendance, I could not ascertain particulars; considerable attention appears to be given to the sewing department. 6. Mistress well-informed and intelligent, and appears to conduct the school with skill and judgment; she receives £30 a year from the Board, £4 10s. from school fees, and £10 from the patron, Hon. Mrs. Caulfield. 7. The school-house and premises remarkably clean and neat.

	County.	Roll No.	School.	Date of Visit.	Highest number on the Books for Year ended.
DISTRICT 16.	44. Leitrim,		Leitrim, Boys	Jan. 9	120
			" Girls		186
	45. "	1406	Corduroy, Boys	" 11	188
			" Girls		
	46. Roscommon,		Mountallen, Boys	" 11	188
			" Girls		
	47. Leitrim,	1030	Liscarban, Boys	April 18	137
			" Girls		
	48. "	3333	Tarmon, No.2, Boys	" 22	43
			" Girls		20
DISTRICTS 11 and 12.	49. "	5161	Drumkeeran, Boys	" 23	62
			" Girls		36
	50. "	5850	Kilmore, Boys	" 24	80
			" Girls		
	51. Fermanagh,		Shankill, Boys	" 26	92
			" Girls		47
	52. "	2038	Monea, Boys	May 2	87
			" Girls		
	53. "		Carrickmacree, Boys	" 2	79
			" Girls		
DISTRICT 12.	54. Leitrim,	5055	Killargy, Boys	" 3	91
			" Girls		
	55. Sligo,	4618	Grellagh,* Boys	June 28	84
			" Girls		
	56. Fermanagh,		Tullyhommon, Boys	July 2	82
			" Girls		
	57. "	3752	Townavaney, Boys	" 3	58
			" Girls		
	58. "	3676	Tonaghgorm, Boys	" 3	62
			" Girls		
DISTRICT 10.	59. "	5667	Belleek, Boys	" 4	73
			" Girls		
	60. "		Roscor, Boys	" 11	76
			" Girls		
	61. Donegal,	3978	Ballymagrorty, Boys	" 12	81
			" Girls		
	62. "	3689	Bundoran, Boys	" 17	121
			" Girls		
	63. Leitrim,	3763	Tullahan, Boys	" 19	90
			" Girls		
DISTRICT 10.	64. Armagh,		Ballinahone, Boys	Dec. 4	60
			" Girls		40
	65. "		Drungaw, Boys	" 5	48
			" Girls		35
	66. "		Wastelands, Boys	" 11	43
			" Girls		36
	67. "		Folea, Boys	" 12	108
			" Girls		74
	68. "		Collone, Boys	" 13	50
			" Girls		34
12.	69. Fermanagh,	1742	Lisdied,* Boys	June 21	92
			" Girls		

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sit.

Highest number on the Books for
Year ended.
Average Daily Attendance, the
number not shown.

1850.]

GENERAL REMARKS.

MIXED SCHOOLS.

(BOYS AND GIRLS UNDER A MASTER OR MISTRESS.)

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XLIV. Leitrim.—1. House suitable; in good repair; furniture and accommodation sufficient. 2. Tolerable. 3. Fair. 4. Reading and spelling well taught; writing and arithmetic defective; bad supply of stationery and writing materials; grammar and geography fairly taught. 5. Good. 6. Teacher a very respectable man, well informed, steady, and attentive. There is no mistress in the school, and his wife is the workmistress; twenty girls learning needlework. It is intended to have a farm attached, and to combine agricultural with literary instruction. This would be a great benefit to the neighbourhood, so backward in agricultural progress. The teacher receives £21 a year from the Board, and £15 from patron, Mr. F. L. L. The teacher receives £21 a year from the Board, and £15 from patron, Mr. F. L. L. There is a teacher's residence attached, rent free. 7. The house and premises are in very neat, and in good order.

XLV. Cordunay.—1. Tolerable; rather damp; ventilation defective. 2. Middling. 3. Different. 4. Limited; children not sufficiently questioned; reading and spelling indifferent; writing defective; copy-books dirty and in bad condition; arithmetic only commenced. 5. Middling. 6. Teacher trained and well informed; seems to want zeal and activity in the management of his school. 7. School badly supplied with books and apparatus; floor, walls, and furniture, out of repair, and dirty. The teacher receives £22 a year from the Board, £3 from local contributions, and nothing from school fees; no residence attached.

XLVI. Mount Allen.—1. House and premises very bad—in every respect unsuitable; furniture, apparatus, and school requisites, very deficient; light and ventilation could not be in a much worse state. 2 and 3. Defective. 4. Indifferent; little progress made by the children in any of the branches. 5. Middling. 6. A trained teacher, of fair attainments, but through want of accommodation, unable to do his duty; he receives £19 a year from the Board, no school fees, and about £1 from local contribution; no residence attached. 7. Since I visited, I understand that a new school-house is to be built, the site for which has been selected, and lease given.

XLVII. Lisacarbon.—1. Tolerable; light and ventilation indifferent; furniture and apparatus middling; supply of books and stationery deficient. 2. Middling. 3. Tolerable. 4. Reading and spelling not good; writing bad; arithmetic only commenced; meaning of words and subject of lesson not sufficiently explained; progress of the children unsatisfactory. 5. Not good. 6. A trained teacher, of fair literary acquirements; seems to want energy and a fair amount of zeal in the management of his school, which is situated in a very remote and poor part of the country; he receives £21 a year from the Board, £3 from school fees, and £6 from local contributions; no residence attached.

XLVIII. Tarmon (No. 2).—1. Tolerable; light and ventilation middling; accommodation and apparatus insufficient; offices none; supply of books and stationery not good. 2. Tolerable. 3. Pretty good. 4. Classes fairly taught; reading and spelling good; meaning of words and subject of lesson fairly answered by the pupils; writing pretty good; copy-books clean; elements of arithmetic fairly taught; geography and grammar not long commenced; good progress made in the time. 5. Fair. 6. A trained teacher, active and intelligent, pretty fair literary attainments, and performs his duty with energy and skill; he receives £19 a year from the Board, £2 from school fees, and nothing from local contributions; no residence attached. 7. This school, situated in a remote and mountainous locality, is effecting much good. The children are very poor, and attend the school irregularly, and for short periods.

XLIX. Drumkeerin.—1. Tolerable; accommodation and apparatus middling; approach very inconvenient, and covered with dirt and rubbish; furniture and apparatus tolerable; no offices; supply of books and requisites bad. 2 and 3. Pretty good. 4. Satisfactory; pupils well taught; reading and spelling good; writing fair; arithmetic well explained; satisfactory progress made in geography and grammar. 5. Good. 6. A trained teacher, of respectable attainments, and conducts his school in a satisfactory manner; he receives £19 a year from the Board, £10 from school fees, and nothing from local subscription; no residence attached. 7. This is a respectable village school, well attended by both sexes, and effecting much good. The teacher pays £3 10s. a year rent for school-house.

L. Kilmore.—1. Tolerable; furniture and apparatus pretty good; books and requisites sufficient. 2. Tolerable. 3. Middling. 4. Rather limited; reading and spelling pretty good; writing and arithmetic deficient; geography and grammar only commenced; six boys and girls under a mistress, not yet trained, of moderate acquirements, but anxious to do her duty, and willing to improve; she receives £9 a year from the Board, £3 10s. from fees; no local contributions, or residence attached. 5. The mistress pays £2 a year rent for the school-house.

L.I. Shankill.—1. Indifferent. 2 and 3. Good. 4. Satisfactory; classes well taught. 5. Good. 6. A trained teacher, well and most intelligent; conducts his school in a very satisfactory manner; he receives £19 a year from the Board, and £6 from school fees; no residence attached.

LII. Monea.—1. Tolerable; roof in bad repair; windows require glazing; furniture middling; no maps. 2 and 3. Not good. 4. Very indifferent; reading and spelling defective; writing and arithmetic not taught even tolerably; children very ignorant, and deficient in every respect. 5. Teacher not trained; qualifications very poor; possesses little energy, system, or method; all the pupils in a very backward state; will never become, I fear, even a tolerable teacher; he receives £15 a year from the Board, and £1 from school fees; no residence attached.

LIII. Carrickmacree.—1. Very indifferent; furniture, apparatus, and accommodation, defective; light and ventilation bad; walls and floor damp and dirty; no offices or playground; supply of books and stationery bad. 2. Middling. 3. Tolerable. 4. Too limited; reading and spelling very middling; writing indifferent; arithmetic tolerable; rules not sufficiently explained; the other branches only commenced. 5. Middling. 6. A trained teacher, of fair attainments, but does not appear to have paid proper attention to his school. The children have not learned, even mechanically, as much as they ought, and their intelligence has not been awakened or cultivated; the teacher receives £22 a year from the Board, and £3 from school fees; no residence attached.

LIV. Killarney.—1. Middling. 2. Tolerable. 3. Fair. 4. Pretty good; boys and girls under a mistress; reading and spelling fairly taught; writing and arithmetic defective. The same may be said of the other branches. 5. A trained mistress, tolerably well qualified and intelligent, but without sufficient energy and skill in the management of her school; progress of the children slow, and teaching too mechanical; she receives £13 a year from the Board, and £1 from school fees; no residence attached. 7. The supply of books and school apparatus very bad; only four girls learning needlework.

LV. Gredlagh.—1. Very indifferent; walls and floor damp; light and ventilation bad; accommodation, furniture, and apparatus, very middling. 2 and 3. Indifferent. 4. Very limited; all the classes in a backward state. 5. Tolerable. 6. Teacher not trained, of moderate attainments, and rather deficient in energy and skill; he receives £17 from the Board, and £4 from school fees; no residence attached.

LVI. Tullyhomon.—1. Unsuitable; in bad repair; accommodation and apparatus insufficient; light and ventilation bad; supply of books and requisites very defective. 2. Middling. 3. Tolerable. 4. Indifferent; reading very defective; indistinct articulation; children have little knowledge of the nature of the subject read; are also deficient in spelling and meaning of words; the writing and arithmetic both unsatisfactory; grammar and geography not taught. 5. Not sufficiently strict. 6. Teacher trained; moderate attainments; school not efficiently conducted; more attention, care, and energy, required on the part of the teacher. 7. This is the principal school in the smart little town of Pettigo, and ought to be better managed. A proper school-house should at once be procured, and suitably furnished, the present house being unfit in every respect, and unprovided with the ordinary school furniture; the teacher receives £17 a year from the Board, and £8 from school fees; no residence attached.

LVII. Twinnacree.—1. Very bad, and in every respect unsuitable; scarcely any furniture or school apparatus; very bad supply of books and requisites. 2 and 3. Bad. 4. Very unsatisfactory; children badly taught; little progress made; few of the children able to read or spell; no writing or arithmetic. 5. Bad. 6. Teacher untrained, of very limited acquirements, and unable to communicate the little knowledge he possesses. 7. This is the worst school I have visited for a long period; the teacher receives £10 a year from the Board, and £3 from school fees—in all £13 per annum; no residence attached.

LVIII. Tonaghgorm.—1. In bad repair, and very unsuitable; furniture and apparatus insufficient; light and ventilation bad; supply of requisites deficient. 2 and 3. Indifferent. 4. Very limited; answering of the classes unsatisfactory; no writing; arithmetic scarcely commenced; no geography or grammar taught. 5. Very middling. 6. Teacher not trained, and does not appear likely to perform his duty efficiently; he receives £10 a year from the Board, and £4 from school fees; no residence. 7. This is a miserable school.

LIX. Belleek.—1. House too small, low, and confined, for the attendance, which averages 55; furniture and accommodation insufficient; supply of books and requisites bad; light and ventilation defective. 2 and 3. Indifferent. 4. Tolerable; reading and spelling fair; meaning of words and subject of lesson pretty well understood; writing defective; arithmetic not properly explained; geography and grammar only recently commenced. 5. Discipline defective; school very noisy. 6. Teacher not trained; of fair attainments, but deficient in skill and experience, but likely to improve, and, with a better house, and suitable accommodation and apparatus, would be likely to become a useful teacher; he receives £10 from the Board, and £8 from school fees; there is a small room attached, which the teacher occupies as residence; for this and the school-room he pays £3 a year rent.

LX. Roscor.—1. Tolerable; furniture and school apparatus very defective. 2 and 3. Pretty good. 4. Tolerable; reading and spelling pretty good; writing bad and careless; copy-books dirty; arithmetic tolerable; rules not sufficiently explained; geography and grammar pretty well taught. 5. Middling. 6. Teacher not trained; literary acquirements limited; method of examining and conducting his school very middling; he seems steady and attentive to his business, and anxious to improve his pupils; he receives £10 a year from the Board, and £3 from school fees; no residence attached; total income £18, and out of this he pays £1 10s. a year as rent of school-house.

LXI. Ballymagooity.—1. Very suitable, well adapted, and in good repair; furniture and apparatus sufficient; light and ventilation good; supply of books and stationery defective. 2 and 3. Pretty fair. 4. Tolerable; reading indifferent; tone and pronunciation bad; spelling and explanation middling; writing bad; arithmetic tolerable; elementary rules not sufficiently explained; geography and grammar only commenced, and scarcely any progress made. 5. Pretty good. 6. A trained teacher, of moderate attainments, industrious and intelligent, but without sufficient skill in teaching and organising; he receives £17 a year from the Board, and £3 from school fees; total income, £19 per annum; no residence attached.

LXII. Bundoran.—1. Indifferent; school-room dirty and confused; furniture and apparatus in bad repair; supply of books and requisites bad; light and ventilation defective. 2 and 3.

Indifferent. 4. Tolerable; reading and spelling middling; writing tolerable; arithmetic pretty good; moderate progress in geography and grammar. 5. Middling. 6. Teacher trained; of fair literary attainments, but deficient in method and system: appears zealous and attentive, and anxious to improve his school; he receives £15 a year from the Board, and £4 from school fees; no residence attached. 7. More energy and method, assisted by a more adequate supply of books and requisites, might bring this school to that degree of discipline and instruction which ought to exist in the thriving, and, in summer, fashionable village of Bundoran, the principal watering-place on the north-west coast.

LXIII. *Tullahan*.—1. Suitable, and in good repair; furniture and accommodation sufficient; light and ventilation good. 2. Fair. 3. Good. 4. The instruction at this school decidedly good; answering of the children in the different subjects satisfactory; writing and arithmetic well taught; tolerable progress made in geography and grammar; the advanced classes write from dictation. 6. A trained teacher, fairly qualified, deserving of credit for intelligence and adroitness, and the interest he takes in his work. 7. This school is in pretty good condition as to organization, discipline, and instruction, and under the present master still further improvement may be hoped for. Salary from Board £21; fees £5—total income £26; no residence.

LXIV. *Ballynahone*.—1. Tolerable; furniture, books, and apparatus, pretty good; light and ventilation tolerable. 2 and 3. Middling. 4. Tolerable; reading and spelling fair; meaning of words and subject of lesson not sufficiently explained; writing defective; pupils backward in arithmetic; little progress made in geography and grammar; no writing from dictation. 5. Not good. 6. A trained teacher, of tolerable acquirements, but rather deficient in system and methods; he is likely, however, to improve, being young, and only lately appointed. A workmistress attends daily to teach the girls needlework. The teacher receives £17 a year from the Board, and £3 from school fees; there is a residence, rent free, attached.

LXV. *Drumgaw*.—1. Suitable, and in pretty good repair; accommodation, apparatus, and supply, sufficient; offices out of repair. 2 and 3. Tolerable. 4. Moderate; explanation of words and subject matter of lesson middling; writing and arithmetic defective; grammar and geography only recently commenced; no writing from dictation. 5. Tolerable. 6. Teacher trained, but at present unable to attend the school from ill health; his brother acts as substitute; the teacher receives £15 a year from the Board, £2 6s. 8d. from school fees, and £5 from local contributions; total income £22 6s. 8d.; no residence attached.

LXVI. *Wastlands*.—1. Pretty fair; light and ventilation middling; offices tolerable. 2 and 3. Middling. 4. Indifferent; reading indistinct; writing and arithmetic tolerable; geography and grammar not sufficiently taught; bad supply of books and stationery. 5. Middling. 6. A trained teacher; qualification in literary matters fair; but more skill and energy required in conducting his school; progress of pupils unsatisfactory; he receives £22 a year from the Board, £3 from school fees, and £12 from local contributions; total income £37, with a residence, rent free, attached.

LXVII. *Foles*.—1. House well adapted to school purposes; accommodation, light, and ventilation, good. 2 and 3. Fair. 4. Answering of the different classes pretty good; writing tolerable; arithmetic well taught; writing from dictation not introduced; supply of books and stationery very defective. 5. Tolerable. 6. Not trained; fair acquirements; he receives £1 a year from the Board, £5 from school fees, and £5 from the patron; total income, £10, with a residence, rent free.

LXVIII. *Colone*.—1. Well adapted. 2 and 3. Fair. 4. Reading and spelling satisfactory; writing middling; arithmetic pretty well taught; tolerable progress made in learning geography and grammar; the girls are taught needlework by a workmistress, who attends a few hours daily. 5. Good. 6. Teacher not trained; of fair acquirements; appears attentive, and devoted to his school; young, and only recently appointed; when trained, is likely to make a very efficient teacher; he receives £10 a year from the Board, £5 from school fees, and £6 10s. from local contributions, with a residence, rent free. The workmistress receives £6 a year salary from the Board.

LXIX. *Lited*.—1. Pretty well adapted, and in tolerable repair; light and ventilation good; furniture and apparatus sufficient; supply of books and stationery, &c., deficient. 2 and 3. Tolerable. 4. Middling; reading and spelling tolerable; writing defective; arithmetic pretty well taught; answering in geography and grammar unsatisfactory. 4. A trained teacher, very competent as regards literary attainments to make his school very efficient, if his devotion to his work and skill in school-keeping and teaching corresponded. A workmistress attends to teach sewing and knitting. I found a class of girls in attendance under her who do not participate in the literary instruction; this I consider very objectionable. The teacher receives £22 a year as salary from the Board, and £2 10s. school fees; no residence attached.

LXX. *Monaghan*.—1. House unsuitable; light and ventilation not good; furniture and apparatus sufficient; good supply of books and apparatus. 2. Good. 3. Good. 4. Very satisfactory; classes taught with great care and ability; writing good; arithmetic well understood, and the principles clearly explained; satisfactory progress made in geography and grammar; pupils practised daily in writing from dictation; a few of the more advanced boys made good answering in mensuration, geometry, algebra, and book-keeping. 5. Very efficient. 6. A trained teacher of extensive literary attainments, very considerable proficiency in the art of teaching, and great earnestness and zeal in the performance of his duty. It is much to be regretted that this teacher is not provided with a suitable and commodious school-room; he receives £25 a year salary from the Board, and £12 from school fees; no local contributions, or residence attached.

JAMES PATTEN,
Head Inspector. N.S.

The Commissioners have considered it desirable that an opportunity should be afforded to the Head Inspectors of stating, in their annual Reports, their views upon various matters relating to the working of the National System in their respective Districts, and, incidentally, to the subject of elementary education in various parts of Ireland; but the Commissioners wish it to be distinctly understood, that they do not hold themselves responsible for the opinions expressed in the following Reports, nor do they feel called upon to adopt all the suggestions which they contain.

**REPORT by JAMES PATTEN, Esq., M. D., Head Inspector, on the
BAILIEBORO' DISTRICT MODEL SCHOOLS, CO. CAVAN.**

Bailieboro' 13th May, 1851.

GENTLEMEN,—In compliance with your instructions I proceeded to Bailieboro', for the purpose of ascertaining and reporting upon—

I. The progress made by the pupils in attendance at the District Model School, situated in that town.

II. The conduct and proficiency of the Pupil Teachers and paid Monitresses since their appointment.

III. The examination of Candidates for the vacant offices of Pupil Teachers.

In these examinations I was ably assisted by Mr. Conwell, the Local Inspector.

On one of the days, while occupied with the examination of the girls' school, Sir John Young called, and seemed pleased with the general tone of the schools, and the satisfactory progress made by the children.

Length of time the Schools have been in operation.—These schools were opened on the 7th of May, 1850, and have just now entered upon the second year of their existence. They consist of two departments—literary and agricultural—the literary schools being at some distance from the farm buildings; but as the details of each have been described in the Report of last year, I shall not further allude to them.

Names of the Teachers, their occupations and respective residences.—The principal, or head teachers, are three—Mr. Macdonald, literary; Mr. Stewart, agricultural;—who reside at the farm buildings; and Miss Cussen, who lodges in the town.

Pupil-Teachers and Agricultural Pupils' accommodation, &c., &c.—Four Pupil Teachers and four Agricultural Pupils are boarded and lodged, and the four paid Monitresses generally reside with their parents or relatives in the town or vicinity, and receive special instructions, before and after the ordinary school hours, from the head mistress, in a prescribed course of study.

School-House.—The School house, consisting of male and female departments, is at some distance from the farm buildings (as has

been before observed), placed in a low and rather wet situation, and in too close proximity to the Union Workhouse. The alterations and improvements, however, now being proceeded with, and the lowering of the level of the play grounds, drainage, &c., will, perhaps, cause the damp and other obstacles of an objectionable nature finally to disappear.

Attendance of the Children steady and satisfactory.—Owing to the attention and judicious management of the master and mistres, the attendance of the pupils since the opening of these schools, now one year in operation, has been remarkably steady and satisfactory; and the progress made very creditable to the establishment, as will appear from the subjoined synopsis, and the tabulated particulars further on.

The Children on the Roll on 10th May, were classed as follows:—

	Boys.	Girls.
First Book,	13	8
Second Book,	13	15
Sequel,	13	12
Third Book,	11	13
Fourth Book,	8	15
Fifth Book,	—	—
Book of Poetry,	8	15
Elements of Grammar,	39	30
Parsing and Syntax,	19	28
Descriptive Geography,	58	58
Mathematical Geography,	19	28
Arithmetical Tables,	58	58
First Four Rules,	26	28
Compound Rules and Reduction,	13	8
Proportion and above,	19	21
Mental Arithmetic,	58	58
Geometry,	19	—
Algebra,	19	—
Mensuration,	19	—
Book-keeping,	19	—
Lessons on Reasoning,	8	—
Sacred Poetry,	39	30
Writing on Slates,	12	15
„ on Paper,	46	38
„ from Dictation,	19	15
Singing,	20	21
BRANCHES FOR FEMALES.		
Sewing,	—	58
Knitting,	—	58
Fancy Work,	—	27

212 *Appendix to Seventeenth Report of Commissioners* [1850.]

Attendance at the opening of the Schools.—The schools opened on the 7th May, 1850, with an attendance of 21 boys and 17 girls; total, 38.

Progressive Increase.—It appears from the school accounts, where the particulars are given for each month, that the attendance of the children has been steady and regular, the average daily attendance since the opening being

Boys, - 46. Girls, - 40. Total, - 86.

Average attendance compared with number on Rolls (per cent).—The highest number on the rolls at any time during the past year was 65 boys and 69 girls, total, 134; thus showing that the average daily attendance compared with the highest number on the rolls was—

In the boys' school, - - 70.8 per cent.
In the girls' school, - - 58 „

The total number of pupils admitted throughout the year (exclusive of re-admissions), was:—

Boys, - 101. Girls, - 113. Total, - 214.

Destination of the Boys who have been struck off the Rolls.—Of the 101 boys admitted, 43 have been struck off the rolls. Of these latter

- 2 emigrated.
- 1 was appointed a Free Agricultural Pupil in Farraghy Model Agricultural National School, Co. Cork.
- 2 are reading Classics, and preparing to enter a University.
- 1 went to attend the Mathematical Classes in Glasgow University.
- 1 has been appointed Pupil-Teacher in the Model School, Dublin.
- 1 „ Agricultural Pupil „
- 1 has charge of a National School.
- 2 apprenticed to Shopkeepers.
- 1 working with his father (a tailor), at his trade.
- 15 working at home on farms, or at various occupations.
- 1 has bad health.

The remaining number struck off for irregular attendance.

Destination of the Girls who have been struck off the Rolls.—Of the 113 girls admitted there were 55 struck off, and of those

- 4 were appointed paid Monitresses in the Model School.
- 8 emigrated.
- 2 apprenticed to dressmakers.
- 9 employed at home.
- 2 died.
- 1 married, and 1 went to service.

The remainder were struck off for irregular attendance.

Attendance on the days of Inspection.—The numbers in attendance on the days of inspection, were:—

In the boys' school, - - - 49.
In the girls' school, - - - 45.

*Proficiency of the Pupils (Boys).—*Of the 49 boys present at the time of examination there were—

	Number.	Number learning.
Able to read the Second Book and Sequel with tolerable accuracy,	9	26
„ to read the Second Book and Sequel with ease and intelligence,	8	26
„ to read the Third and higher books with ease and intelligence,	6	19
Acquainted with the parts of speech,	12	39
Able to parse,	14	19
„ to write a sentence from dictation with tolerable accuracy,	7	19
„ to write a sentence from dictation with ease and correctness,	10	19
„ to work a sum correctly in any of the four elementary rules,	12	39
„ to solve with readiness and correctness questions in Proportion, Practice, and the ordinary rules of Commercial Arithmetic,	5	19
„ to Write fairly,	34	58
„ to Write a good hand with ease and freedom,	7	58
„ to answer fairly on the Map of the World,	27	39
„ to answer fairly on Mathematical and Physical Geography,	17	19
Possessing a respectable knowledge of the principles of Spelling,	19	19
Acquainted with the great outlines of Natural History,	44	58
Possessing a tolerable knowledge of I. Book of Euclid,	16	19
Fairly acquainted with the Mensuration of Superficies,	17	19
Acquainted with the elementary rules of Algebra,	10	11
Able to solve questions in Simple Equations,	7	8
Acquainted with the 2 first sets of the Board's Treatise on Book keeping,	10	11
Acquainted with the 4 sets of the Board's Treatise on Book-keeping,	7	8
Tolerably well acquainted with the Agricultural Class Book,	17	19
Acquainted with the Easy Lessons on Money Matters,	13	19
Acquainted with the Easy Lessons on Reasoning (Part I.),	7	8

*Proficiency of the Pupils (Girls).—*Of the 45 girls present on the day of examination there were—

	Number.	Number learning.
Able to read the Second Book and Sequel with tolerable accuracy,	6	27
„ to read the Second Book and Sequel with ease and correctness,	16	27
„ to read the Third and higher books with ease and intelligence,	12	28
Acquainted with the parts of Speech,	17	30
Able to Parse,	13	28
„ to write a sentence from dictation with tolerable accuracy,	7	28
„ to write a sentence from dictation with ease and correctness,	7	28
„ to work a sum correctly in any of the four elementary rules,	3	30
„ to solve with readiness and correctness questions in Proportion, Practice, and the ordinary rules of Commercial Arithmetic,	17	28
„ to write fairly,	15	58
„ to write a good hand with ease and freedom,	16	58
„ to answer fairly on the Map of the World,	23	30
„ to answer fairly on Mathematical and Physical Geography,	16	28
Possessing a respectable knowledge of the principles of Spelling,	17	28
Acquainted with the great outlines of Natural History,	39	58
Possessing some acquaintance with English Composition, and able to write a letter fairly,	8	15
Acquainted with Plain Sewing,	39	58
„ „ Fancy Work,	16	28
„ „ Flowering, Sewed Muslin, &c.	14	28

The above are the results of the instruction given in these schools. The pupils have been well and carefully taught, and the progress made appears to be very satisfactory.

Schools attended by Children of all the religious denominations in the neighbourhood.—One favorable circumstance, and worthy of especial notice, which tends materially to increase the attendance at these schools, and their utility and influence in the neighbourhood, is the harmony, good will, and mutual co-operation which subsists among the clergymen of the different denominations with reference to the education of the people. One happy effect resulting from this is the

attendance of children of all religious denominations, and nearly in the proportion in which they exist in the locality :—

	Boys.	Girls.	Total.
Established Church,	21	9	30
Roman Catholics,	27	42	69
Presbyterians,	10	7	17
Total,	58	58	116

Arrangements for Religious Instruction.—By whom communicated.—The clergymen who give instruction to the children of the three religious denominations alluded to above are, the Rev. F. Fitzpatrick, Rector of the Parish, or his son, who is his curate; Very Rev. P. O'Reilly, P.P., or his curate, Rev. James Dunn; the Rev. Patrick White and Rev. William Bell, Presbyterian Ministers. The hour set apart for religious instruction, under the respective clergymen, is from 2 to 3 o'clock on Fridays, on which occasion each clergyman is accommodated with a separate room. On the other days of the week religious instruction is given in separate rooms, from 10 to 10½ o'clock. The instruction of the Presbyterian children is conducted by the Head Master, Mr. Macdonald, who is a Presbyterian, assisted by a Presbyterian pupil-teacher and paid monitress. The Mistress of the girls' school, Miss Cussen, a Roman Catholic, superintends the religious instruction of the Roman Catholics, assisted by the pupil-teachers and paid monitresses, who are of that persuasion. The children of the Established Church read the Scriptures, under the care of Mrs. King (the work-mistress, formerly a literary teacher), an Episcopalian, assisted by a pupil-teacher and paid monitress of the Church of England.

Occupation of Parents of Children.—Ages of Pupils.—The following table exhibits the number of pupils on the rolls, for the week ending 10th May, 1851, classed according to the occupations of their parents :—

	Boys.	Girls.	Total.
Orphans,	5	1	6
Children of Labourers,	9	15	24
" Mechanics,	9	9	18
" Farmers,	9	15	24
" Shop-keepers,	10	10	20
" Miscellaneous,	16	8	24
Total,	58	58	116
And of these there were—			
Under 7 years of age,	2	2	4
7 but under 11,	22	20	42
11 but under 15,	25	33	58
15 and upwards,	9	3	12
Total,	58	58	116

216 Appendix to Seventeenth Report of Commissioners [1850.]

Rates and Numbers who Pay.—The following is the proportion of the children paying the several rates :—

	Boys.	Girls.	£	s.	d.
At 1d. per week,	30	85	14	1	8
At 2s. 6d. per quarter,	20	17	18	10	0
At 5s. " "	8	6	14	0	0
Total,	58	58	46	11	8

Vocal Music.—Singing has been introduced about 3 months by the head-master; the system adopted is Hullah's, and the children have made very satisfactory progress during this short period. A select class of boys and girls sing in parts the following pieces :—"The Lark," "The Robin," "The Evening," "The Violet," "The Happy Land." All sing (marching song), "Perseverance," National Anthem, and before dismissal some selection from the Book of Sacred Poetry.

School-books and requisites sold.—The satisfactory progress those schools have made, and their influence on the educational taste of the community is further evinced by the rather extensive sale and still increasing demand for the Board's publications, as will appear from the following summary :—

AMOUNT OF REQUISITES SOLD.

	Boys.	Girls.	Total.
1850.	£	s.	d.
In May,	1 8 8½	0 14 1½	8 2 5
" June,	1 5 8½	0 10 8½	1 16 5
" July,	0 11 1	0 7 0	0 18 1
" August,	0 7 1½	0 2 5	0 9 6½
" September,	0 5 6½	0 6 7½	0 12 2
" October,	0 7 0½	0 9 6½	0 16 7
" November,	0 15 7	0 5 2½	1 0 9½
" December,	0 5 6	0 2 10½	0 8 4½
1851.			
" January,	0 4 10½	0 2 11½	0 7 10
" February,	0 9 9	0 6 1	0 15 16
" March,	0 13 6½	0 4 10	0 18 4½
" April,	0 13 1	0 9 9	1 2 10
Total,	7 7 1½	5 2 1½	12 9 3

Examination of Paid Monitresses.—The Monitresses attached to the Schools were examined on the 2nd and 3rd instant, after the dismissal of the school, in Reading, Writing, Arithmetic, Grammar and Parsing, Geography and Maps, Writing from dictation, and Mental Arithmetic. The answering on these subjects, although still rather defective, yet proves that they must have made considerable improvement since the date of their appointment, as it appears from the Report of the Head

Inspector then in charge, that "their qualifications were somewhat below those required by the programme." The attention of the mistress is now directed to the principal defects, and from her energy, skill, and assiduity, I have every reason to expect that my suggestions will be strictly attended to. The results of the examination are set forth in Table No. I., the letters A, B, C, D, and E, signifying, respectively, excellent, or very good, good, middling or tolerable, bad, very bad; and the indices 1, 2, 3, exhibiting slight shades of difference.

The resident pupil-teachers were examined on the 5th instant, on the subjects prescribed for them in the Programme.

Examination of Resident Pupil-Teachers and Agricultural Pupils.—In addition to those branches mentioned above, the pupil-teachers were examined to a greater extent on Grammar, Geography, Arithmetic, and on Money Matters, Book-keeping, Algebra, Mensuration, Geometry, Lessons on Reasoning, Derivation of Words and Verbal Distinctions, Penmanship, Writing from Dictation, and Composition. And with regard to the above rather extensive course I have pleasure in stating that the answering was on the whole satisfactory, indeed, in two instances, much above what I had been led to expect.

Table No. II. will exhibit at a glance the comparative value of the answering of each.

Examination of Candidates for Pupil Teacherships.—On the 6th instant, the day appointed for the examination of candidates for the office of Pupil Teacher in the Bailieboro' District Model School, twelve applicants presented themselves, and three as candidates for the office of Agricultural Pupil. Of these two were rejected as being too young; the remainder were submitted to examination, the result of which appears in Table No. III.

Occupation of Time—The nature of the duties of the Pupil Teachers and Agricultural Pupils, and the daily routine of their occupations will be seen in Appendices A and B, attached to this Report; their Dietary in Appendix C; and the distribution of the hours devoted to study each evening in Appendix D: also the outfit required previous to their admission in Appendix E. The tables for the occupation of the school-time of the ordinary pupils attending these schools have been constructed with much care; and it is hoped will shortly be productive of very striking results. As each department, male and female, is provided with a distinct and separate class-room adapted for simultaneous instruction, the great advantage gained by this arrangement of the school-time and subjects of instruction is that, during the course of each day, besides the ordinary business gone through in the school-room, each class, and consequently every child in attendance, must pass into the respective class-rooms; where, free from the noise generally inseparable from a school-room in which several classes are repeating aloud their lessons at the same time, half an hour every day is devoted to the *special* instruction of each class, either in the form of a familiar lecture, or examination on subjects previously prepared. The principle of rotation has been so applied to these Tables that in addition to each child receiving *special instruction* in the class-room every day, it will be found that at the end of the week each child will have received *such special instruction* on the most important branches of school education. (See Appendices F, G, H, and I.)

Before concluding I should make a few brief remarks respecting the Domestic Establishment and the Dietary of the Resident Pupil Teachers. (See Appendix C.) The dietary has been arranged with

much care, and its administration attentively watched over by the Local Inspector, in order that the *quantity* and *quality* should be in exact accordance with the prescribed table. The sanitary condition of the dormitories, and of the entire establishment is closely looked after. The Inspector visits at various hours,—in the morning early, in the evening, at the hours for the different meals, during study, and on Sundays—to see that all the arrangements, rules, and regulations have been fully carried into effect.

Mr. Stewart, the Agriculturist, by his ability, zeal, and discretion, has given general satisfaction, and the agricultural pupils under his care have been well and skilfully taught, as evinced by the vivacity and intellectual tone which characterized their answering on the day of their examination. As the Agricultural Inspector, Dr. Kirkpatrick, in his Report will notice in detail the Agricultural Department of the establishment, I need not further allude to it.

JAMES PATTEN,
Head Inspector National Schools.

*The Secretaries, Education
Office.*

APPENDIX A.—BAILIEBORO' DISTRICT MODEL SCHOOL.

TIME TABLE FOR PUPIL TEACHERS.

HOURS.	EMPLOYMENT OF TIME.
A. M.	
From 5½ to 6½ o'clock,	Rise, wash, make beds, devotional exercises.
" 6½ - 7 " "	Pump water, clean shoes, and brush clothes.
" 7 - 7½ " "	Prepare subjects set forth in their evening Programme of Study, under Superintendence of Head Master.
" 7½ - 8½ " "	Instruction from Agriculturist.
" 8½ - 9 " "	Breakfast.
" 9 - 9½ " "	Proceed to Literary School, open gates, dust desks, &c., superintend the arrival of children in Play-ground.
" 9½ - 10 " "	Study Lessons to be taught in School.
" 10 - 3 " "	In school, teaching, &c.
P. M.	
3 - 3½ " "	Brush out School-rooms.
" 3½ - 3¾ " "	Return to Farm house and prepare for dinner.
" 4 - 4 " "	Dinner.
" 4 - 6 " "	Work on the Farm with Industrial Class, and Agricultural Pupils.
" 6 - 9 " "	Instruction from the Head Master on the subjects set forth in the Programme of Study.
" 9 - 9½ " "	Supper.
" 9½ - 9¾ " "	Mend pens for School.
" 9¾ - 10 " "	Devotional exercises, retire for the night.
" 10 " "	Lights extinguished in the dormitory.

On Wednesday evening, when the weather is favorable, there is no fixed study, and they walk out with the Head Master, or practise Surveying with the Chain.

On Saturdays from 1¼ to 3¼ they are at liberty to visit their friends, or see their Clergymen.

During the months of November, December, January, and February, they do not rise till 6¼ A. M.

APPENDIX B.—BAILIEBORO' DISTRICT MODEL SCHOOL.
TIME TABLE FOR AGRICULTURAL PUPILS.

HOURS.	EMPLOYMENT OF TIME.
A. M.	
From 5 $\frac{1}{4}$ to 6 $\frac{1}{4}$ o'clock.	Rise, wash, make beds, devotional exercises.
" 6 $\frac{1}{4}$ - 6 $\frac{3}{4}$ "	Feed stock, clean yards, &c.
" 6 $\frac{3}{4}$ - 7 $\frac{1}{4}$ "	Prepare subjects set forth in their evening Programme of Study, under superintendence of Head Master.
" 7 $\frac{1}{4}$ - 8 $\frac{1}{4}$ "	Instruction from Agriculturist, and study Agricultural Books.
" 8 $\frac{1}{4}$ - 9 "	Breakfast.
" 9 - 2* "	Working on Farm.
" 2 - 2 $\frac{1}{4}$ "	Brush clothes, wash hands, and proceed to Literary School.
" 2 $\frac{1}{4}$ - 3 "	Attending a Lecture on Agriculture in Literary School.
" 3 - 3 $\frac{1}{4}$ "	Return to Farm-house and prepare for dinner.
" 3 $\frac{1}{4}$ - 4 "	Dinner.
" 4 - 6 "	Working on Farm.
" 6 - 9 "	Instruction from Head Master on the subjects set forth in the Evening Programme of study.
" 9 - 9 $\frac{1}{4}$ "	Supper.
" 9 $\frac{1}{4}$ - 9 $\frac{3}{4}$ "	Feed stock, clean yards, lock gates.
" 9 $\frac{3}{4}$ - 10 "	Devotional exercise, retire for the night.
" 10 "	Lights extinguished in the Dormitory.

* On Fridays from 1 $\frac{1}{4}$ to 2 the Agricultural Pupils wash hands, brush clothes, &c., and proceed to Literary School to receive instruction from their respective clergymen.
On Wednesday evening, when the weather is favorable, there is no fixed study, and they walk out with the Head Master, or practise Surveying with the Chain.

On Saturdays from 12 $\frac{1}{4}$ to 3 $\frac{1}{4}$ they are at liberty to visit their friends, or see their clergymen.

During the months of November, December, January, and February, they do not rise till 6 $\frac{1}{4}$ A. M.

APPENDIX C.—BAILIEBORO' DISTRICT MODEL SCHOOL.
DIETARY OF PUPIL TEACHERS AND AGRICULTURAL PUPILS.

DAYS.	BREAKFAST.	DINNER.	SUPPER.
SUNDAY, . . .	Tea.	Fresh Meat and Soup.	Stirabout.
MONDAY, . . .	Bread and Milk.	Fresh Meat and Soup.	Stirabout.
TUESDAY, . . .	Stirabout.	Corned Meat.	Bread and Milk.
WEDNESDAY, . . .	Tea.	Rice, or Milk and Butter, and Potatoes.	Stirabout.
THURSDAY, . . .	Bread and Milk.	Corned Meat.	Stirabout.
FRIDAY, . . .	Coffee.	Fish, or Milk and Butter, and Potatoes.	Bread and Milk.
SATURDAY, . . .	Bread and Milk.	Fish, or Milk and Butter, and Potatoes.	Stirabout.
	Tea, } Coffee, } One pint. Milk, }	Beef, $\frac{1}{2}$ lb.; Bread, $\frac{1}{2}$ lb.; Soup, one pint. Rice, $\frac{1}{2}$ lb.; Bread, $\frac{1}{2}$ lb.; Sugar, 1oz.; milk, one naggin. Potatoes, $\frac{3}{4}$ lb.; Butter, 3oz.; Milk, one pint	One dinner-plate of best oatmeal stir- about for each at supper.
	Bread, . One pound.		

APPENDIX D.—BAILLEBORO' DISTRICT MODEL SCHOOL.

Programme of Evening Course of Studies for the Resident Pupil Teachers and Agricultural Pupils.

DAYS.	From 6 to 6½ o'c. P. M.	From 6½ to 7.	From 7 to 7½.	From 7½ to 8.	From 8 to 8½.	From 8½ to 9.
MONDAY,	Arithmetic or Geometry.	History.	Writing Exercises.	Book-keeping.	Spelling-Book superseded.	Affixes, Prefixes, Derivations.
TUESDAY,	Geography.	Mensuration.	Algebra.	Writing Extracts.	Writing Extracts.	Parsing.
THURSDAY,	Lessons on Reasoning.	Lessons on Money Matters.	Natural Philosophy.	Book-keeping.	Mental Arithmetic.	Natural History.
FRIDAY,	Arithmetic or Geometry.	History.	Algebra.	Writing from Dictation.	Writing extracts.	Affixes, Prefixes, Derivations.
SATURDAY,	Lessons on Reasoning.	Mensuration.	Natural Philosophy.	Writing a short Essay.	Spelling-Book superseded.	Parsing.

APPENDIX E.—BAILIEBORO' DISTRICT MODEL SCHOOLS.

OUTFIT REQUIRED BY THE EIGHT RESIDENT PUPIL-TEACHERS PREVIOUS TO THEIR ADMISSION.

2 suits of clothes.	6 day shirts.	1 pair of slippers.	1 hair comb.
2 night shirts.	2 pair of shoes.	4 pocket handkerchiefs.	1 hair brush,
2 night caps.	4 do. socks or stockings.	4 neck ties.	1 tooth-brush.

APPENDIX F.—BAILIEBORO' MALE NATIONAL DISTRICT MODEL SCHOOL.

OCCUPATION OF TIME IN CLASS ROOM.

SUBJECTS.	Spelling-Book sep.	English Grammar.	Geography.	Arithmetic.	Singing.	Lesson Books.	Third and Fourth Classes.		
TIME.	10½ to 11.	11 to 11½.	11½ to 12.	12 to 12½	12½ to 1.	1 to 1½.	1½ to 2.	2 to 2½.	2½ to 3.
MONDAY.	I. Class.	II. Class.	Seq. Class.	III. Class.	A select Class occupies the whole of the afternoon.	IV. Class.	Geometry.	Mensuration.	Agriculture.
TUESDAY.	II. Class.	Seq. Class.	III. Class.	IV. Class.		I. Class.	Algebra.	Book-keeping.	
WEDNESDAY.	Seq. Class.	III. Class.	IV. Class.	I. Class.		II. Class.	Mensuration.	Geometry.	
THURSDAY.	III. Class.	IV. Class.	I. Class.	II. Class.		III. Class.	Book-keeping.	Algebra.	
FRIDAY.	IV. Class.	I. Class.	II. Class.	III. Class.		IV. Class.	Reasoning.	Religious Instruction.	
SATURDAY.	Repetition of Lessons of past week, from 10 to 11; Natural History, from 11 to 12 o'clock.								

APPENDIX G.—GENERAL OCCUPATION OF TIME IN BAILLEBORO' MALE NATIONAL DISTRICT MODEL SCHOOL.

9 to 9 50 o'clock, Gates opened, and Children assembling under superintendence of one of the Pupil-Teachers. 9 50 to 10 " Arrangement into Classes, inspection of cleanliness, and march into School-room.						
10 to 10½ " RELIGIOUS INSTRUCTION.—SAME AS 2 TO 2½.						
CLASS.	TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
I. Class.	H.					
II. Class.	10½ to 11	Sp.-book sup. in Class-room.	Writing.	Writing.	Writing.	Writing.
Seq. Class.	-	Writing.	Sp.-book sup. in Class-room.	Do.	Do.	Do.
III. Class.	-	Do.	Do. } from dictation.	Sp.-book sup. in Class-room.	Sp.-book sup. in Class-room.	Do.
IV. Class.	-	Do.	Do.	Do.	Writing.	Sp.-book sup. in Class-room.
I. Class.	11 to 11½	Writing.	Spelling-book superseded.	Spelling-book superseded.	Spelling-book superseded.	Sp.-book sup. in Class-room.
II. do.	-	Eng. Gram. in Class-room.	Writing.	Do.	Do.	Do.
Seq. do.	-	Spelling-book superseded.	Eng. Gram. in Class-room.	Writing.	Do.	Do.
III. do.	-	Do.	Spelling-book superseded.	Eng. Gram. in Class-room.	Writing.	Do.
IV. do.	-	Do.	Do.	Spelling-book superseded.	Eng. Gram. in Class-room	Writing.
I. Class.	11½ to 12	Geography.	Geography.	Geography.	Geography in Class-room.	Geography.
II. do.	-	Geography.	Do.	Geography.	Geography.	Geography.
Seq. do.	-	Geography in Class-room.	Do.	Do.	Do.	Do.
III. do.	-	Geography.	Geography in Class-room.	Geography in Class room.	Do.	Do.
IV. do.	-	Do.	Geography.	Do.	Do.	Do.
I. Class.	12 to 12½	Arithmetic—Tables.	Mental Arithmetic.	Arithmetic in Class-room.	Arithmetic—Tables.	Practical Arithmetic.
II. do.	-	Tables and Arithmetic.	Tables and Arithmetic.	Tables and Arithmetic.	Arithmetic in Class-rooms.	Do.
Seq. do.	-	Do.	Do.	Do.	Tables and Arithmetic.	Arithmetic in Class room.
III. do.	-	Arithmetic in Class-room.	Do.	Do.	Do.	Tables and Arithmetic.
IV. do.	-	Practical Arithmetic.	Arithmetic in Class-room.	Practical Arithmetic.	Theoretic Arithmetic.	Practical Arithmetic.
12½ to 1 o'clock, Relaxation in Play-ground. A Select Class occasionally practise Singing in the Class-room.						

12½ to 1 o'clock, Relaxation in Play-ground. A Select Class occasionally practise Singing in the Class-room.

I. Class, II. do. Seq. do. III. do. IV. do.	H. H. 1 to 1½ - - - -	Lesson-books. Do. Do. Do. Lesson-books in Class-room.	Lesson-books in Class-room Lesson-books. Do. Do. Do.	Lesson-books. Lesson-books in Class-room Lesson-books. Do. Do.	Lesson-books. Do. Lesson-books in Class-room. Lesson-books. Do.	Lesson-books. Do. Lesson-books in Class-room. Lesson-books. Do.
I. Class, II. do. Seq. do. III. do. IV. do.	1½ to 2 - - - -	Lesson-books. Do. Do. Geometry. Do.	Lesson-books. Do. Do. Algebra. Do.	Lesson-books. Do. Do. Mensuration. Do.	Lesson-books. Do. Book-keeping. Do.	Lesson-books. Do. Do. Lesson on Reasoning. Do.
I. Class. II. do. Seq. do. III. do. IV. do.	2 to 2½ - - - -	Eng. Grammar & Dictation. Do. Do. Mensuration. Do.	Eng. Grammar & Dictation. Do. Do. Book-keeping. Do.	Eng. Grammar & Dictation. Do. Do. Geometry. Do.	Eng. Grammar & Dictation. Do. Do. Algebra. Do.	Religious Instruction.
I. Class. II. do. Seq. do. III. do. IV. do.	2½ to 3 - - - -	Sacred Poetry. Do. Do. Agriculture. Do.	Natural History. Do. Do. Agriculture. Do.	Sacred Poetry. Do. Do. Agriculture. Do.	Natural History. Do. Do. Agriculture. Do.	

On Saturday repetition of Lessons of past week, from 10 to 11, and Natural History, from 11 to 12 o'clock.

APPENDIX H.—BAILLEBORO' FEMALE NATIONAL DISTRICT MODEL SCHOOL.
OCCUPATION OF TIME IN CLASS ROOM.

SUBJECTS,	Lesson Books.	Singing.	Spelling Book sup. & Eng. Grammar.	Arithmetic.	Geography, Natural History, &c.
TIME,	12 to 12½.	12½ to 1.	1½ to 2.	2 to 2½.	2½ to 3.
MONDAY,	I. Class.	A Select Class occasionally practise.	II. Class.	Sequel Class.	III. & IV. Classes.
TUESDAY,	II. Class.		Sequel Class.	III. Class.	Book of Poetry.
WEDNESDAY,	Sequel Class.		III. Class.	IV. Class.	I. & II. Classes.
THURSDAY,	III. Class.		IV. Class.	I & II. Classes.	II. & Sequel Classes.
FRIDAY,	IV. Class.		I. Class.		
SATURDAY,		Repetition of Lessons of past week, from 10 to 11; Natural History, from 11 to 12 o'clock.			

APPENDIX I.—GENERAL OCCUPATION OF TIME IN BAILIEBORO' FEMALE NATIONAL DISTRICT MODEL SCHOOL.

9 to 9 50 o'clock, Gates opened, and Children assembling under superintendence of one of the Paid Monitresses. 9 50 to 10 " Arrangement into Classes, inspection of cleanliness, and march into School-room.						
10 to 10½ " Religious Instruction.—SAME AS 2 TO 2½.						
CLASS.	TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
III. . . .	H. H. 10¼ to 12	Work.	Work.	Work.	Work.	Work.
I. Class, II. do. III. do. IV. do.	12 to 12½ - - - - - - - - -	Lesson-books in Class-room. Lesson-books. Do. Do.	Lesson-books. Lesson-books in Class-room. Do. Do.	Lesson-books. Do. Lesson-books in Class-room. Do.	Lesson-books. Do. Lesson books in Class-room Lesson-books.	Lesson-books. Do. Do. Lesson-books in Class-room
12½ to 1, Recreation. A Select Class occasionally practise Singing.						
II. . . .	H. H. 1 to 1½	Writing.	Writing.	Writing.	Writing.	Writing.

APPENDIX I. —continued.

CLASS.	TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
I. Class,	1½ to 2	Spelling-book superseded and English Grammar.	Spelling-book superseded and English Grammar.	Spelling-book superseded and English Grammar.	Spelling-book superseded and English Grammar.	Sp. book superseded & Eng. Grammar in Class-room.
II. do.	-	Sp. book sup. in Class-room.	Do.	Do.	Do.	Spelling-book superseded and English Grammar.
Seq. do.	-	Spelling book superseded and English Grammar.	Do. in Class-room.	Do.	Do.	Do.
III. do.	-	Do.	Spelling-book superseded and English Grammar.	Do. in Class-room.	Do.	Do.
IV. do.	-	Do.	Do.	Spelling-book superseded and English Grammar.	Do. in Class-room.	Do.
I. Class,	2 to 2½	Tables and Arithmetic.	Tables and Arithmetic.	Tables and Arithmetic.	Tables and Arithmetic in Class-room.	RELIGIOUS INSTRUCTION.
II. do.	-	Do.	Do.	Do.	Do.	
Seq. do.	-	Do. in Class-room.	Do. in Class-room.	Do.	Tables and Arithmetic.	
III. do.	-	Tables and Arithmetic.	Do.	Do.	Do.	
IV. do.	-	Do.	Tables and Arithmetic.	Do. in Class-room.	Do.	
I. Class,	2½ to 3	Geography & Natural History.	Geography & Natural History.	Geography & Natural History in Class-room.	Geography & Natural History.	
II. do.	-	Do.	Do.	Do.	Do. in Class-room.	
Seq. do.	-	Do.	Do.	Geography & Natural History.	Do.	
III. do.	-	Do. in Class-room.	Do.	Do.	Geography & Natural History.	
IV. do.	-	Do.	Do. in Class-room.	Do.	Do.	
Saturday, Repetition of Lessons of past week, from 10 to 11; Natural History, from 11 to 12 o'clock.						

TABLE I.

TABULATED PARTICULARS of the EXAMINATION of PAID MONITRESSES attached to the BAILEBORO' DISTRICT
MODEL SCHOOLS.

NAMES.	Age.	Months in Training.	English Language.					Geography.		History.	Natural History.	Lesson Books.	Money Matters.	Arithmetic.		Writing.	Dictation.	Composition.	Needlework.	Method of Teaching.	Method of Examining.
			Reading.	Grammar.	Parsing.	Derivations.	Spelling Books.	Description, (Maps).	Generalized.					Practical.	Theoretical.						
Mary Quoyke,	16	12	C	C	C	C ^s	C ^s	C	C ^s	E E E E	C C C C	C C C C	C C C C	C C C C	C C C C	C C C C	C C E C ^s	C C E C	C C C B	C C C C	C C C C
Ann King,	17	10	C	D	C	D	D	C ^s	C ^s	B	C C C	C C C C	C C C C	C C C C	C C C C	C C C C	C C E C ^s	C C E C	C C C B	C C C C	C C C C
Mary Reilly,	16	10	C	C	C	C ^s	C ^s	C	C ^s	E E E E	C C C C	C C C C	C C C C	C C C C	C C C C	C C C C	C C E C ^s	C C E C	C C C B	C C C C	C C C C
Eliza Mahaffy,	15	12	B	C	C	C	C	C	C ^s	E E E E	C C C C	C C C C	C C C C	C C C C	C C C C	C C C C	C C E C ^s	C C E C	C C C B	C C C C	C C C C

TABLE II.

TABULATED PARTICULARS OF THE EXAMINATION OF THE RESIDENT PUPIL-TEACHERS, INCLUDING THE AGRICULTURAL PUPILS,
attached to the BAILEBORO' DISTRICT MODEL SCHOOLS.

PUPIL-TEACHERS.	Age.	Months in Training.	Method of Teaching.	English Language.				Geography.		History.	Natural Philosophy.	Natural History.	Lesson Books.	L. on Money Matters.	Lessons on Reasoning.	Arithmetic.	Algebra.	Measurement.	Geometry.	Book-keeping.	Agricul. Class Book.	Writing.	Dictation.	Composition.
				Reading.	Grammar.	Parsing.	Derivation.	S. B. Superseded.	Description, (Maps.)	Generalized.														
Peter Clarke, . . .	18	11	B	B	B	B	B	B	B	B	B	A	B	B	A	B	B	A	A	B	A	A	A	A
Samuel Thistle, . . .	18	11	C	C	C	C	C	C	C	C	C	C	C	C	C	C	D	C	B	B	B	B	C	C
AGRICULTURAL PUPILS.																								
Samuel Parker, . . .	21	11	-	C	C	D	C	C	C	C	C	C	C	B	C	B	C	C	C	B	B	A	B	B
Patrick Clark, . . .	17	11	-	B	B	B	B	C	B	B	B	C	C	C	B	C	C	A	B	B	A	A	A	A
Joseph Burns, . . .	18	10	-	C	C	C	C	C	C	C	C	C	C	C	C	B	C	A	C	B	A	A	B	C
John James Mc'Ness, . . .	17	2	-	C ³	D	D	C	D	D	D	D	D	D	C	C	E	E	E	C	D	D	C	C	C

TABLE III.

EXAMINATION OF CANDIDATES FOR THE OFFICE OF PUPIL-TEACHER IN THE BAILEBORO' DISTRICT MODEL SCHOOLS.
(Examined on 6th May, 1851.)

NAMES.	Age.	Religious Denomin- ation.	English Language.				Geography.		History.	Natural Philosophy.	Natural History.	Lesson Books.	Money Matters.	Reasoning.	Arithmetic.	Algebra.	Mensuration.	Geometry.	Book-keeping.	Agricul. Class Book.	Writing.	Dictation.	Composition.
			Reading.	Grammar.	Parsing.	Derivations, &c.	S. B. Superadded.	Descriptive.															
*William M'Nally,	18	R. C.	C	C	B	A	A	A	C ³	C ²	C ³	B	C	E	C	D	B	C	-	-	B	B	C
Patrick M'Govern,	17	R. C.	B	B	B ³	-	D	D	D	-	-	C ³	C	D	B	D	B	C	-	-	B	B	B
*George Hall,	18	R. C.	C	B	C	C	D	C ³	C ³	-	C ³	B	C	C	A	-	B	C	-	-	C	C	C
*Patrick M'Namee,	19	R. C.	C	B	C	C	D	D	D	-	-	C ³	C	B	B	D	B	C	-	-	C	C	C
*Patrick M'Donald,	17	R. C.	B	B	C	C	C ³	C ³	D	-	-	B	C	-	B	D	B	C	-	-	B	B	B
James M'Donald,	18	R. C.	B	B	C	C	C ³	B ³	C ³	-	C ³	B	C	-	B	D	B	C	-	-	C	C	C
Bryan Keogh,	17	R. C.	B	B	C	C	D	A	A	-	-	C ³	C	B	B	D	B	C	-	-	B	B	B
Thomas Boyle,	17	R. C.	A	B	B	A	C	A	B	-	-	C ³	C	B	B	D	B	C	-	-	B	B	B
1 Thomas Hall,	16	Presb.	A	C	D	D	D	D	B	-	-	C ³	C	B	B	D	B	C	-	-	B	B	B
2 Thomas Hall,	17	Presb.	B	C	D	D	D	D	A	-	-	C ³	C	B	B	D	B	C	-	-	B	B	B
James Little,	16	Presb.	B	C	D	D	D	D	B	-	-	C ³	C	B	B	D	B	C	-	-	B	B	B
John Longheed,	19	Presb.	B	D	D ³	D	D	D	-	-	-	C ³	C	-	C	-	-	-	-	-	D	D	D
CANDIDATES FOR THE OFFICE OF AGRICULTURAL PUPILS.																							
*Hamilton Bell,	16	R. C.	A ³	B	A ³	B	B	B	C	C	B	B	D	-	C	D	B	C	-	-	B	C ³	C ³
*James Wiggins,	17	Presb.	B	B	B	D	C	C	C ²	C	C ³	B	D	D	-	D	C	C	-	-	B	C	C
*Robert Burns,	18	Presb.	A ³	C	C	D	C	C	C ³	C	D	C ³	D	-	-	D	D	C	-	-	-	C	C

Of the foregoing candidates the following two were selected to fill places at present vacant, Thomas Boyle and Thomas Hall. Those marked with an asterisk have been selected to fill places which will become vacant during the course of the summer. Thus marked (*) have been examined, and selected for Agricultural Pupil vacancies as they may occur.

The Commissioners have considered it desirable, that an opportunity should be afforded to the Head Inspectors of stating in their annual Reports their views upon various matters relating to the working of the National System in their respective Districts, and, incidentally, to the subject of elementary education in various parts of Ireland; but the Commissioners wish it to be distinctly understood, that they do not hold themselves responsible for the opinions expressed in the following Reports, nor do they feel called upon to adopt all the suggestions which they contain.

REPORT ON THE CLONMEL DISTRICT MODEL SCHOOLS for the Year ending December 31st., 1850. By JAMES W. KAVANAGH, Esq., Head Inspector of National Schools.

June, 1851,

GENTLEMEN,—In my First Report on the Clonmel District Model Schools which I had the honor to submit to the Commissioners, and which is published in the Appendix to their Sixteenth Report, I gave an account of the schools from their opening, at the close of July, 1849, up to the date of my Report in August, 1850; and as it was impossible in that, the first year of their operation, to limit the statement of their progress within the exact period of a year, I now beg leave to forward my Second Report on them for the year ending December 31st, 1850. My former report containing detailed information respecting the working of the three schools up to last August, I shall, on this occasion, confine myself to such a continuation of detail as will complete the annual period, and referring you to that report, I shall give a brief summary of the general character and progress of the Institution during the twelve months now named.

House and Premises.—Since my last report a wall has been built enclosing the Commissioners' ground; but neither palisading nor entrance gate has been as yet erected, nor have the grounds in front and round the house been laid out. The Head Master has taken a crop of potatoes, cabbages, &c., off the field adjoining, and by this means he has, in a great measure, been enabled to support a cow, and supply vegetables for the use of the domestic establishment. Generally speaking, the building is in good repair—a damp wall, and shattered windows in the schools being the chief defects. The accommodation continues to be entirely insufficient in the Boys' and Girls' schools, and it was confidently hoped that

before this period an extension of the school-rooms would have been not only undertaken but completed. The Boys' room, built to accommodate 70 or 75, has an attendance of 140; the Girls' room, with the same area, has an attendance of 120. The girls have had the Pupil-Teachers' Dining Hall, and the boys have had their Study assigned to them as class-rooms, to compensate for want of proper accommodation in the school-rooms. All the exertions of the teachers to maintain order, discipline, and cleanliness, such as should be expected in Model Schools, must be ineffectual under such circumstances.

Number and Attendance of Pupils.—The following table exhibits the number of pupils in the schools on the 31st December, 1849, and on the 31st December, 1850:—

	On Roll 31st Dec., 1849.	Admitted in 1850.	Struck off in 1850.	On Roll 31st Dec., 1850.	Daily average No. on Roll in 1850.	Daily average attendance in 1850.	Of 100 Pupils on Roll there were in average attendance
Boys' School, . .	101	116	84	133	133	114	85.6
Girls' School, . .	75	188	111	102	105	91	86.5
Infants' School, .	68	111	99	80	92	71	77.4
Total. . .	244	365	294	315	330	276	83.0

The numbers at the former period were, in the aggregate, about those that the schools were intended to accommodate; but the applicants for admission were so numerous and importunate, and trusting that the schools would soon be enlarged, we gradually admitted additional pupils, until we arrived at the utmost limit that not merely the school-rooms, but all the available rooms in the establishment, could accommodate—fixing on 140 pupils for the Boys, 120 for the Girls, and 100 for the Infants' School. From April, when we fixed on those numbers, up to the end of the year, there were at an average on the Daily Rolls of the three schools, 139½ boys, 118 girls, and 99 infants; thus proving the fixed and steady support given by the parents and the public to the Institution. The diminished numbers on the 31st December last, arose solely from the fact that several of the pupils had not renewed their quarterly pre-payment of the school-fees, being vacation; and the assigned numbers filled up immediately on the re-opening of the schools for business. On the whole, the regularity of the attendance of the children has been extremely good,

better, I believe, than in any similar school in Ireland; of each 100 pupils on the roll, there being for months in actual daily attendance—90 in the Boys', 92 in the Girls', and 88 in the Infants' School.

Social Classes and Rates of Payment.—The subjoined table shows the occupations of the parents of the 315 children whose names were on the Rolls on the 31st December, 1850:—

Occupation of Parents.	No. of Pupils.	Occupation of Parents.	No. of Pupils.
Agent, - - -	1	Milliner, - - -	2
Attorney, - - -	1	Matron, - - -	1
Butcher, - - -	9	Orphans, - - -	8
Baker, - - -	11	Organist, - - -	1
Brewer, - - -	1	Publican, - - -	5
Blacksmith, - - -	4	Porter, - - -	2
Builder, - - -	1	Private Means, - - -	13
Brushmaker, - - -	2	Printer, - - -	1
Clerk, - - -	26	Pawnbroker, - - -	2
Coal Merchant, - - -	2	Policeman, - - -	5
Coach Builder, - - -	3	Pensioner, - - -	3
Cooper, - - -	4	Provision Dealer, - - -	7
Carpenter, - - -	5	Public Officer, - - -	5
Chandler, - - -	3	Soldier, - - -	1
Cutler, - - -	3	Servant, - - -	13
Car Owner, - - -	1	Shoemaker, - - -	6
Clothes Vender, - - -	2	Shopkeeper, - - -	17
Clergyman, - - -	4	Storekeeper, - - -	3
Car Driver, - - -	3	Teacher, - - -	2
Distiller, - - -	2	Toll Collector, - - -	3
Draper, - - -	2	Tanner, - - -	3
Excise Officer, - - -	5	Turnkey, - - -	1
Farmer, - - -	37	Tailor, - - -	6
Gardener, - - -	7	Tobacconist, - - -	2
Grocer, - - -	12	Upholsterer, - - -	2
Gilder, - - -	3	Umbrella Maker, - - -	1
Gunsmith, - - -	2	Veterinary Surgeon, - - -	1
Guard of Coach - - -	2	Weighmaster, - - -	2
Hatter, - - -	3	Whitesmith, - - -	3
Hairdresser, - - -	1	Watchmaker, - - -	2
Labourer, - - -	16	Widow, - - -	2
Land Steward, - - -	3	Watchman, - - -	1
Medical Doctor, - - -	2		
Miller, - - -	2		
Millwright, - - -	4	Total, - - -	315

Such a mixture, or *felting*, of the various grades of society has rarely been met with, to such an extent, in a public school in Ireland; and not only has it never before existed in Clonmel, but

even those who were best acquainted with the town deemed the proposal to effect it quite impracticable.

The Rates of payment, and the proportions paying each rate, have been fixed as follows, from August, 1850:—

	Numbers of Pupils paying.				Annual amount of Fees as now fixed.	Actual amount of Fees received in 1850.	School expenses in 1850.
	1d. per week.	2s. 6d. per quarter.	5s. per quarter.	Total.			
Boys' School, .	55	45	40	140	£ s. d. 74 8 4	£ s. d. 77 6 1	£ s. d. 11 10 0*
Girls' School, .	45	40	35	120	65 4 0	57 11 11	0 18 3½
Infants' School, .	50	40	10	100	40 16 8	32 13 11½	0 3 0
Total, . .	150	125	85	360	180 9 0	167 11 11½	12 17 3½

Under this arrangement the Head Master would have, including half his school fees, a salary of £97, together with furnished apartments, coals, candles, and attendance; an acre and a-half of garden rent free, and a small profit arising from the allowance for the maintenance of the Pupil-Teachers—total income about £150 per annum. The Mistress of the Girls' School would have, including half the fees of her school, and £20 allowed her for lodging, £87; and the Teacher of the Infants' School, who is on a similar footing, £75 per annum. These salaries are pretty respectable, but not at all beyond medium remuneration for the onerous and important duties to be discharged, and the moral, literary, and professional qualifications required in these situations.

Religious Denominations, and Religious Instruction.—Every religious persuasion in the town† is represented in the Model Schools. The attendance is composed of Roman Catholics, Protestants of the Established Church, Presbyterians, Unitarians, Christian Brethren, and Wesleyans. The following table exhibits the number of children of each denomination:—

* The greater portion of this sum was for repairs, &c., which had no reference to the schools.

† There are no children belonging to the Society of Friends at any school in the town; all the members of that body are, however, cordial supporters of, and frequent visitors at, the Model Schools.

	On School Rolls December 31st, 1849.	Admitted in the Year ending December 31st, 1850.	On School Rolls December 31st, 1850.
Roman Catholics, . . .	182	262	215
Established Church, . .	38	72	76
Presbyterians,	10	13	9
Do. Unitarians, . . .	8	4	8
Christian Brethren, . .	4	8	4
Wesleyans,	2	6	3
	62	103	100
Total,	244	365	315

Here we have proof that UNITED EDUCATION, united both as to creeds and classes, has been *tried*, watched, examined, and cautiously tested on a new and peculiar field—the Catholic South; and the result of the eighteen months' experiment is the entire public confidence of all social ranks, and of all religious persuasions. It may be necessary to repeat what was stated in my former report, that there are in Clonmel the following schools in addition to the three Model Schools—three Protestant parochial schools, under the rector, Rev. J. B. Palliser; a girls' school, supported by the Society of Friends; two large girls' schools, conducted by the Sisters of Mercy; three or four schools (one house) numerously attended, under monks; two boys' National Schools, and two girls' National Schools (the latter conducted by Nuns), in the same parish with, and convenient to the Model Schools, under the patronage of the parish priest; two National Schools (day and evening) in the Mechanics' Institute; an Endowed Classical school, and two private schools (one Catholic, and one Protestant) for respectable young girls—or an aggregate of 21 schools for a population of 13,505 persons. The Roman Catholics, who form somewhat about 12,000 of the inhabitants, attend the three Model Schools, the six other National Schools, and also the schools under the monks and nuns.

The schools had been in operation for nearly a year before any of the parochial clergy of the Established Church had attended to give religious instruction to the children of their communion, and during that period instruction was imparted to them daily by one of the teachers. Last summer the rector, Rev. J. B. Palliser, commenced attending at the schools on Fridays, and not only has he attended most regularly since, but frequently either himself or one of his curates has attended on the other mornings of the week

to superintend or examine the daily Scripture class. From the very large number (76) in the class, we have, at the request of Rev. Mr. Palliser, allotted two rooms to the use of the children of the Established Church during religious instruction. On visiting Clonmel in February last, Dr. Clarke and I called on Mr. Palliser to ascertain his opinion of the working of the rules respecting Religious Instruction, and of the general character of the Model Schools, judging from his practical experience of them. We were much gratified to learn that all the arrangements for Religious Instruction, the proficiency of the children, their good conduct and attention, the facilities which he found them to possess in understanding his Scriptural Lessons, owing to the superior Literary Instruction in Geography, Natural History, and on general subjects given in the schools; the assistance given him by the Protestant Teacher, Pupil-Teachers, and Monitors during the daily and weekly instruction; the absence of all complaint of distrust, disagreement, or estrangement between any of the pupils of the school on the ground of difference of religion; the cordial and respectful bearing of the Teachers, and of the Board's Officers towards him, and the facilities afforded by them to conduct the instruction of his classes; upon all these points he expressed himself perfectly satisfied, adding, that on none of them had he any suggestion to offer, and that the general arrangements met his entire approbation.

All the other Protestant children, who are not of the Established Church, continue to read the Scriptures daily under Miss Bryan, the Teacher of the Infants' School, and on Fridays, Rev. Mr. Dill, the Presbyterian, and Rev. Mr. Orr, the Unitarian minister, attend regularly to instruct and examine those of their respective congregations. These clergymen have from the first been active and earnest friends, and warm supporters of the schools, and not only at the times of Religious Instruction, but at all times have been constant visitors, and by every means in their power have exerted themselves to advance the interests of the Institution. Both of them report most favorably of the arrangements for Religious Instruction, and the progress made by their respective classes during the past year.

The Roman Catholic pupils, who form two-thirds of the schools, receive religious instruction daily from two of the teachers, six Pupil-Teachers and six Paid Monitresses who are of their own communion. On Friday the instruction continues for an hour, and in addition to the Sisters of Mercy, who, during the entire year, attended on that day to instruct the girls, Rev. Mr. Baldwin, P.P., and one, sometimes both, of his curates, regularly visited and examined the Catholic children. The clergymen also frequently visit at the daily morning instruction; and Mr. Baldwin assures me that the proficiency of the pupils in religious knowledge, the exertions and attention of the teachers and assistants in imparting it, the excellent conduct of the children, and the moral influence of all the ge-

neral arrangements of the school, continue to give him undiminished satisfaction. The Commissioners are already fully aware of the invaluable support and co-operation that the Model Schools have derived from the local influence constantly and steadily exercised by Rev. Mr. Baldwin in their behalf. He and his two curates have left nothing undone to render the schools highly efficient in communicating Religious Instruction to the Catholic children; and although Mr. Baldwin has given as much time and attention to them as any Manager could possibly give to a school under his own exclusive control, he has never, directly or indirectly, claimed, solicited, or exercised control or influence over any arrangement of the establishment, beyond those specially pertaining to Religious Instruction, and agreed upon by the several clergymen who attended preparatory to the opening of the school.

These clergymen, who represent four of the Religious denominations, and who attend regularly to give instruction to the children of their respective creeds, so entirely approve of the arrangements on this important point, of the sufficiency of the time devoted to it, and of the proficiency made by the members of their several communions, that they unanimously state alteration or suggestion is unnecessary in the existing rules. I am not aware that in any denominational school in Ireland, whether conducted by ordinary teachers, or by those of a special religious character, more time is devoted, or greater attention given to Religious Instruction, than in the Clonmel Model Schools. The following table exhibits the amount of time which was actually devoted to the chief occupations of the pupils in each of the three schools during the entire of the year 1850:—

Occupation of Pupils.	Boys.	Girls.	Infants.
	Hours.	Hours.	Hours.
Religious Instruction, - - - - -	138	138	115
Play-ground Exercises, - - - - -	117	117	232
Vocal Music, - - - - -	140	140	279
Literary Instruction, - - - - -	872	697	641
Needlework and Female Industry, - - -	—	175	—

In the year 1850 there were 1267 school-hours in 279 school-days.

If there is one remedy that more than any other would tend to allay social hostilities between class and class, and sectarian prejudices and antipathies between creed and creed, in Ireland, it is the successful workings of Institutions such as the Clonmel Model Schools. Poverty is arrayed against property, employed against employer, land against trade, creed against creed; here, however,

these are all so blended, that the son of the labourer stands in the same class, and perhaps higher in it, and plays in the same playground, with the heir of his father's employer; the daughter of the wholesale merchant with the daughter of the struggling retailer; the professional man's infant with the equally clean though humbler dressed child of one of its father's tradesmen; pupils paying various rates of school fees, and each ignorant of the rate paid by the other; children of every communion in the town, and who in school are separated merely during the time of instruction in that one point only upon which they differ. The parents of numbers of those children would hold no social intercourse with each other. The rich will learn, however, that the poor may be better conducted, cleaner, more talented, and even, though mixed with, more respectful to those in higher social station than they had before thought possible; the poor will witness the example of the better domestic training and improved habits of the children of the rich, and they will find them kindlier, and more considerate for their less fortunate neighbours than they had supposed; Protestants, Catholics, Presbyterians, Unitarians, Wesleyans,—those who had never before met on the same form or in the same class in Clonmel—will learn that the strictest and most practical attachment to religious principles which one conscientiously disapproves, forms no obstacle to the exercise of amiable and endearing qualities of a high order, and such as the various relations of citizens of the same country require to mutually exercise towards each other.

Secular Instruction.—My former Report on the Model Schools gave a detailed statement of the general arrangements for Literary Instruction, the outlines of the classification of the pupils, and the proficiency made in the several branches from the opening of the schools, July 30th, 1849, up to August, 1850. I again visited and examined the schools for two days in November, and the general state of the classes was on the whole satisfactory.

Boys' School.—The style of reading requires improvement; some few pupils were too highly classed; orthography was deficient in some classes, and in all the branches taught there appeared to be a slight tendency to force the progress in advance of thorough and matured apprehension of the elementary principles of the subject. This latter arises chiefly from zeal on the part of the teachers, and, having been brought under their notice, will be carefully guarded against in future. The penmanship is somewhat improved, and the copies are more carefully kept; the attitude of the pupils, and the constant supervision of the writing, will, however, require closer attention. The junior classes have made considerable proficiency in Geography; but in the senior the globes provided should be more frequently referred to in illustration of the principles of Mathematical and Physical Geography. The subject-matter of the Lesson Books was not satisfactorily known, and should be more frequently made the object of *special* lessons. The pupils in the highest class parsed fairly, but their answering on the

principles of Grammar was not quite so accurate. Considerable improvement has been made in the elementary rules of Arithmetic, and ordinary questions in Proportion were solved correctly. The entire subject of Arithmetic will still claim the greatest care, in order to make the pupils set forth the several processes neatly, and with correct notation, and to ground them thoroughly in the principles upon which the several rules depend. Mental Arithmetic and Tables form the subject of special lessons, and are skilfully taught. There was a class of about 40 boys engaged at Book-keeping, Mensuration, Geometry, and Algebra, and the answering of some few of the boys was excellent in all the subjects. In each branch I gave such suggestions as I found necessary, and I hope that at the next examination we shall find the several classes in a state of unexceptionable efficiency. Sets of instruments, drawing-boards, &c., have been provided, and practical or constructive Geometry, Mensuration, and Mapping, will henceforth be taught very extensively to the senior classes.

Mr. Washington, who was sent from Dublin to introduce Wilhem's Method of Vocal Music, continued to give instruction in singing from February to November, when he was recalled to teach in some of the Metropolitan Schools. Both boys and girls made astonishing proficiency in singing, and the excellence of their execution of numbers of popular songs was a source of great attraction to the schools and of gratification to the parents. It is continued as a daily lesson; the Second Master and the Pupil Teachers conducting it in the Boys', and one of the Paid Monitresses conducting it in the Girls' School. The senior class of boys have a thorough knowledge of the elementary principles of music, and answer most satisfactorily on the theoretical portion of Hullah's Manual of Vocal Music. Several of the pupils appear highly gifted, and sing with extreme accuracy and considerable finish of style and expression, their age and opportunity considered. On the whole, Mr. Washington's mission has been decidedly successful in Clonmel, and we hope to have a visit from him from time to time to direct and assist the instruction by the teachers.

The discipline of the boys, and their improved personal bearing, from the close attention paid to the drill and exercises in the playground, are admirable. As stated in my former report, the order and discipline within the schools are not as perfect as is desirable, owing to the over-crowded numbers compared with the accommodation, and also to the irregularity arising from having to use the study-room of the Pupil-Teachers, and which is remote from the school, as a class-room. The moral conduct, regular observance of the rules of the school, kindly disposition towards each other, and excellent relation, little short of affectionate, mutually subsisting between the teachers and pupils, are most gratifying.

The attention, zeal, and discretion of the Head Master, and also of the Second Master, have given us entire satisfaction; and

although at my examination I had occasion to make suggestions on the state of some the classes, it arose not from any neglect or inattention on their part, but from a misconception of special views in teaching.

The number in the Boys' School has steadily continued at 140 since we determined on admitting that number in May, 1850, and there has constantly been a very considerable number of outstanding applicants in addition. Marked disappointment has been felt and expressed by the public in consequence of the delay in extending the schools, so as to afford increased accommodation for additional pupils. Many of the boys are the children of respectable parents from the country, and from the neighbouring towns, who are sent to board and lodge in Clonmel, for the purpose of attending the Model School.

Scientific and Industrial Instruction.—In my former report I stated that Dr. Clarke, the Local Inspector, was accustomed to instruct the senior class for a few hours each Saturday, in the elements of the leading branches of Natural Philosophy, illustrating his lessons by experiments. This class and this instruction have become a prominent feature in the school, and one to which I look with confidence for results of the deepest importance to the future success in life of the pupils. To explain for them the various phenomena with which they are surrounded, to subject to their understanding the leading principles of the wide domain of Natural History had always been my design; but the fortunate circumstance of having a gentleman of Dr. Clarke's tastes and acquirements removed to the Clonmel District as Inspector, determined me at once that we should avail ourselves of his scientific ability, not merely in expounding Theories of Physics, but also in giving an industrial drift and economic tendency to the instruction. Knowing that a report on the subject from Dr. Clarke accompanies this, I would rather avoid any detailed reference to questions upon which otherwise I might wish to write. Not having seen that report, however, I shall merely state that the ability, energy, time, personal expense, and sacrifice of private comfort, devoted by Dr. Clarke to the instruction of this class, are such as I have never before witnessed in any department of the public service in Ireland. I feel satisfied that for their age and time, there has never been anything more eminently successful than the instruction of his pupils in applied and experimental science and in the principles of manufactures. The scientific subjects for the past year were chiefly optics, heat, chemistry, and geology; and the branches of applied art, manufactures, and machinery were iron in all its forms, from the ore to the various manufactured products, the commercial uses of the various metals, delft and porcelain, glass, coals, building materials, the steam engine, &c. The Commissioners having fully recognized the importance of such instruction, and devoted a special grant for the current expense incidental to

it, we hope at the Public Examination of 1851, to be able to exhibit results which will justify the Board, and gratify the public.

GIRLS' SCHOOL.—The progress of the pupils from the period of the public examination in summer, up to the end of November, when I next examined, was satisfactory. The style of reading was excellent, the subject matter of the Lesson Books is fairly understood, the penmanship is improved, and the proficiency in grammar and geography is fair for the time. As in the Boys' School, I found some pupils rather highly classed, and I was not quite pleased with the progress made in arithmetic; but with these exceptions few other points called for special suggestions.

The singing has been continued as a daily lesson, and the execution of the pieces and airs is most pleasing. They generally sing during the time of work, and the effect is truly gratifying.

Industrial instruction is given to the entire school in two large divisions; and the specimens of sewing, knitting, and various kinds of fancy-work, are unexceptionable in neatness and finish. The girls bring their own materials, and various articles of their own dress, and that of their families, are made up in the school. The Workmistress has her department in a high state of method and efficiency.

The personal cleanliness of the children is unexceptionable, and could not be excelled in any school in any rank of society in Ireland; and their good conduct, and kindly bearing to each other, are equally respectable.

The superior and solid literary education, and the efficient means for Religious Instruction, the rigid attention to every thing that could affect the moral tone of the pupils, the vigilance with which the respective clergymen superintend the schools, and the circumspection with which the Board's Officers direct their detailed arrangements; nothing but entire appreciation of these, and the appeal which they cannot fail to make to the parental feelings in behalf of a daughter's dearest and best interests, could reconcile the union of social grades, and of religious communions found in the school, with the class prejudices, and sectarian isolation found outside its walls.

The eight Paid Monitresses, all of whom were selected from the best of the pupils, continue to give satisfaction. Five of them assist in the Girls', and three in the Infants' School, and at stated times they are changed from one school to the other, to enable them to acquire practical experience in each. I examined them at my visit in November, to ascertain their proficiency in their course of study, and the results were pretty favorable. A few of them show considerable talent and skill, and are already fit for charge of schools, and which we shall soon provide for them.

Great inconvenience is felt, and inferior order and discipline unavoidable, owing to the want of sufficient accommodation for the attendance. The Pupil-Teachers' Refectory, which is in a remote part of the establishment, is assigned to the girls as a tem-

porary class room, otherwise we could not admit more than half the present number, and even with this expedient much of the Teacher's and Pupils' time is rendered ineffectual.

INFANTS' SCHOOL.—This school has from its opening been popular with the parents of the higher classes, and has given entire and uniform satisfaction to the officers of the Board. Every qualification that we could desire in the teacher for such a school is possessed by Miss Bryant, and we have rarely had to offer any suggestion connected with the management of her school, or the general discharge of her duties. There are classes in the Second Book which read remarkably well, apprehend the subject, spell correctly, can point out the parts of speech, are quite familiar with the outlines of geography, write round hand fairly, and can perform easy exercises in the elementary rules of arithmetic. All the children sing in the gallery, and sing remarkably well, and much interesting information is acquired through the medium of the judiciously-selected poetry which they thus learn. Through the Object Lessons, Bead Table, &c., varied stores of knowledge in Natural History, Geography, Trades, Arithmetic, &c., are imparted, and in such form and quantity as to secure its thorough apprehension by the little ones. During the latter part of the year several of the senior children were transferred to the Boys' School, and all of them have already shown marked superiority over their class-fellows of similar age, owing to the advantages derived from the training and instruction in the Infants' School.

Great attention is bestowed on the physical as well as the moral and intellectual training of the children, and while in the playground the teacher is always present. Owing to the prevalence of diseases amongst the children in the town, the attendance was a little below the usual number for a short time. Up to a late period in November, however, there were from 100 to 110 on the rolls, the severe weather, and the distance of the School from the centre of the town, causing a falling off from that time up to Christmas.

Drawing.—In my Report on the Schools for 1849-50, I recommended that a Drawing Master should be appointed, and that Drawing should be made a portion of the daily instruction in the Schools. In February (1851) last the Commissioners were pleased to accede to that recommendation, and to appoint a competent teacher who had been a pupil in the Drawing Class in the Central Model School, and who had received further instruction in the School of Design in Dublin. I visited Clonmel, and with the Inspector and the Teachers made arrangements for the formation of Drawing Classes in the Boys' and in the Girls' Schools, and, also, for the special instruction of the Teachers, Pupil Teachers, and Monitors in a separate class. So far the classes have made fair progress, and have given satisfaction to the parents and the public, and we hope to be able, in the next report, to give a detailed account of this important branch of instruction.

The Occupation of Time in the three Schools is, with scarcely any modification, the same as that given in the Appendix to my Report for last year, and annexed (Appendix A) is the classification of the pupils in each School, December 31, 1850.

Were the School accommodation sufficiently extended so as to be fully adequate to the present number of pupils, and thus afford our experiment a fair trial so far as area is concerned, I have every reason to believe, that the success of our scheme will operate most beneficially, not merely in Clonmel and its vicinity, but give a new drift to the education of the artisan, commercial, and manufacturing class in every town in Ireland. The moral and religious training and instruction of the children being fully provided for as already described, and their health, recreation, physical discipline, and personal bearing receiving due attention, we aim at the following course of secular education: A correct and intelligent style of reading; a practical knowledge of English grammar, including copious exercises in written composition; an acquaintance with the styles, characters, and chief works of the leading writers in prose and poetry in British literature; to write a good business hand, those intended for commercial life to be practically conversant with, and able to draw out, forms of bills of exchange, accounts, orders, &c.; and those intended for mechanical pursuits of a constructive character, to acquire a knowledge of ornamental penmanship, including printing, &c.; to make them accurate and expeditious calculators, by the ordinary processes of mercantile arithmetic, and to thoroughly ground them in the principles upon which the operations depend; to make them practically familiar with Book-keeping, including the Principles of Exchange, Banking, Stocks, and such other information of a commercial character as is daily required in mercantile life; to have a thorough knowledge of general local and descriptive geography, including the most important productions, natural and manufactured, of each country, together with the leading principles of mathematical and of physical Geography; to give the senior classes correct ideas of elementary Astronomy, and teach them the use of the Globes; the children of artisans, and such others as desire it, to be made perfectly familiar with the Mensuration of every description of artisans' work, with practical or constructive Geometry, and with mechanical Drawing; the sons of farmers to learn to survey, compute the contents, and map any ordinary field or farm; pupils likely to become teachers, and those intended for pursuits of a special scientific character, to be taught the entire range of elementary mathematics, pure as well as mixed; all to be made acquainted with the sketches in ancient and modern history, and with the outlines of Botany and of Zoology, as treated of in the several publications of the Board. Singing, and the elementary principles of Music, to form a portion of the daily instruction. Taken in connexion with the instruction in mensuration and geometry, and with Dr. Clarke's admirable lessons on machinery

and Manufactures, drawing would form a most important element in the Industrial, as well as in the general education of the pupils. Not restricting it to the mere delineation of objects from models, nor to the practical application of the principles of perspective, which constitute the grammar of the art, the instruction imparted on other subjects would enable it to be specially brought to bear, not merely on the ordinary forms of geometrical Drawing, as required by the architect and the engineer, but familiarised as the pupils are with the mathematical computations of the surveyor, the builder, and the artificer, as well as with those that enter into the construction of machinery of various degrees of complexity, and witnessing experimentally illustrations of the scientific principles that enter into almost all the ordinary arts and manufactures, Drawing might become in such a School, an instrument of the deepest industrial importance. Ornamentation and design, even if only in an elementary form, would require to be added as an essential branch, and gradually the School of Design in Dublin, Belfast, and Cork, would feel in the increased number and capabilities of their pupils, the value of a few such establishments as Clonmel, affording preparatory instruction through the large towns.

To ground them thoroughly in the principles of Mechanics, and in the elements of general Physics, together with Chemistry and Geology, especially in the relations of the two latter to the arts and manufactures, and to agriculture and mining. For this purpose Dr. Clarke has generously given the use of a most extensive and valuable collection of apparatus to illustrate the laws of Mechanics, Hydraulics, Hydrostatics, Pneumatics, Optics, Heat, and Electricity, the ordinary requirements of a chemical Laboratory; Sectional and other Model steam engines, together with a working engine, and an extensive and classified collection of fossils and geological specimens.

Such an education, the details of which I have here sketched, is eminently *practical* in its character and designed to bear directly on the future wants and occupations of the pupils. It embraces every degree of intelligence from that which the day-labourer's son is likely to attain to that required to make a skilful mechanic, an accomplished accountant or commercial man, an agriculturist acquainted with the scientific principles upon which the several departments of his art depend, and extending to that varied instruction of a higher order which forms the preparatory training for the practical chemist, the scientific miner, or the professional engineer.

In the Girls' school the course is modified so as to suit the difference of circumstances, and every attention is bestowed on needlework and other branches of female skill and industry. The instruction in Drawing cannot fail to benefit the girls as a portion of their general education, and I have no doubt that some of them will be able to turn it to account as a means of livelihood hereafter.

As stated before, the Infants' school is skilfully conducted on the most improved plan, and gradually the children are drafted therefrom to either of the other schools.

Pupil-Teachers.—The staff in the Boys' school consists of the same number as at last Report,—Head Master, Second Master, and eight Pupil-teachers—all of them residing in the establishment. The general regulations of the Training Branch given in my former Report continue unaltered; the Occupation of Time, Course of Study, and Dietary of the Pupil-Teachers remaining the same. From the opening of the Schools in July, 1849, up to the close of 1850, there had been eleven Pupil-Teachers admitted, eight of whom were Roman Catholics and three members of the Established Church. Of these eleven, five were in the establishment at the close of the year, their period of Training not having fully terminated. The six others have been thus provided for:—one has been promoted to the rank of Second Master in the Clonmel Model School, another who had got charge of a rural school has since been promoted to the important school of Irishtown in Clonmel, another is in charge of a large school in Limerick, another has been transferred to the Special Class in the Central Model School, the fifth is in charge of the Cahir National School, and the sixth was offered a school in the Clonmel District, but his father and family emigrating to America he joined them. The first three are now in charge of schools in which they had themselves been pupils, having been promoted thereto by the Managers; and the Reports of the good conduct, steadiness, and efficiency of all are most gratifying. They are all fairly paid, and since their departure from the Model School they have frequently visited the Master, their affectionate and grateful recollection of the kind treatment they had received while in Training being constantly exhibited. The superiority of the Training and the extent and utility of the education afforded to these young persons having been reported, and comfortable situations having been provided for each of them, already it has had the effect of inducing parents in a superior rank of life to put forward their sons as candidates for the Pupil-teacherships. In the early part of this year we filled up the vacancies, and at present there are nine (one will soon go out) Pupil-Teachers, making 15 total admissions since the opening of the Schools. Six are Catholics, two are of the Established Church, and one is a Presbyterian. While eight of these admitted were from the Clonmel District, including three pupils of the school and three from schools in the immediate vicinity, we found seven from other Districts so well qualified and so recommended that we deemed it our duty to throw open the benefits of the Institution to the competition of the pupils in those Districts which had no Model School in them. One was from Kerry, two from Cork, one from Waterford, one from Westmeath, one from Kildare, and one from Dublin. The entire 15 had received their education exclusively at National Schools, four of them had served as Paid-monitors, and three of them as salaried assistant-teachers.

I examined the Pupil-Teachers in November, and found they had made fair proficiency in the majority of the prescribed subjects of study. We have never had a complaint of any kind against any of the Pupil-Teachers, and their respective clergymen report most favorably of their attendance at their religious duties, and of their good conduct and example in every respect. They have all enjoyed excellent health, and from the opening of the schools none of them has been even one day absent from duty through illness.

Paid Monitresses.—The eight Monitresses continue to assist in the Girls' and in the Infants' schools, and to give us every satisfaction. Two or three of them will shortly be qualified for the charge of schools.

Candidate Teachers.—From the opening of the Schools to the close of 1850, four of the young persons who attended the Girls' School, at their own expense, have been recommended for the following situations:—one is in charge of the chief Female National School in Ennis, one is in charge of an Infants' National School in the city of Waterford, a third is teacher of the Mount Mellery National School, and the fourth has got a place on the Special Class in the Female Department in the Central Model Schools. In addition to these, four other female candidates and one male have received instruction in the Model Schools; the young man has got charge of a National School.

Influence of the Model Schools.—Apart from the immediate and direct influences of the Model Schools on the pupils and Pupil-Teachers and Monitors instructed in them, they exercise indirectly a very salutary influence upon the schools in the town and vicinity. The two National Schools (Day and Evening) at the Mechanics' Institute might never have had existence but for the public attention which the Model Schools had enlisted in the cause of practical education, and Dr. Clarke and myself gave them all the assistance and support in our power. They were well conducted under an excellent teacher, recommended to the Committee by me, and whose ability and good conduct the Commissioners have been pleased to reward by recently promoting him to the charge of the West Dublin Model Schools. The example of the intellectual life and efficiency of the Model Schools suggested to Rev. Mr. Baldwin to apply to the Board for an organizing teacher to assist with her skill and practical experience the Ladies of the Irishtown Convent in conducting their schools, which are in the vicinity of the Model School. The Commissioners acceded to this request, and these important schools are now likely to compete very successfully with our Model School. In the same parish, also, one of the Pupil-Teachers has got the charge of an important school at Irishtown very numerously attended. The only rivalry carried on is the rivalry of endeavour to help each other to do good, and all in Clonmel will acknowledge that not only have

as in duty bound, aided the establishment

of new schools, and assisted the less efficient connected with the Board, so as almost to become competitors with the Model Schools in public approbation, but we have never directly or indirectly allowed any spirit of hostility to any denominational school in the town to associate itself with the Model Schools.

In concluding this, my Second Report on the Clonmel Model Schools, I have to reiterate the congratulations before expressed on their entire and complete success. The Commissioners have never undertaken anything that, examined in every relation, has more truly realised all that was anticipated of it than this Institution. I am not inclined to limit its future success by the experience of even the hopeful past, but rather that the Commissioners having now sufficiently tested it as an experiment, they will, I am sure, take such steps to extend its further capabilities in the same field, that it would be difficult to assign a limit to its general utility.

I have the honor to remain, Gentlemen,

Your obedient servant,

JAMES W. KAVANAGH, *Head Inspector.*

Monkstown, Cork, July 1st, 1851.

APPENDIX 1.

CLONMEL MODEL SCHOOLS.—Classification of 316 Pupils on the Rolls for Week ending December 28th, 1850.

Subject.	Boys.	Girls.	Infants.	Total.
First Book,	—	—	55	55
Second „	25	89	24	88
Sequel,	29	15	—	44
Third Book,	43	12	—	55
Fourth „	89	35	—	74
Poetical Selections,	39	35	—	74
Grammar,	136	39	79	254
Parsing and Syntax,	111	62	—	173
Descriptive Geography,	136	101	79	316
Mathematical do.	82	47	—	129
Arithmetical Tables,	136	101	79	316
Simple Rules,	39	39	40	118
Compound do.	16	16	—	81
Proportion and above,	81	47	—	127
Mental Arithmetic,	136	62	79	277
Geometry,	42	—	—	42
Algebra,	39	—	—	39
Mensuration,	39	—	—	39
Book-keeping,	36	—	—	36
Sacred Poetry,	136	101	79	316
Writing—on Slates,	—	—	30	30
„ Paper,	136	101	—	237
„ Dictation,	81	47	—	127
Singing,	136	101	79	316
Sewing,	—	70	—	70
Knitting,	—	12	—	12
Plaiting,	—	—	—	—
Fancy Work,	—	19	—	19

The additional Appendices for this Report will appear in the 2nd volume.

NOTE.—From the great pressure of other duties, the Head Inspectors were unable to furnish reports on the Coleraine, Newry, Ballymena, Trim, and Dunmanway District Model Schools.

APPENDIX D.

REPORT ON AGRICULTURAL SCHOOLS, by Dr. KIRKPATRICK.

Dublin, April, 1851.

GENTLEMEN,—In submitting my Third Annual Report on the Agricultural department of the system of National Education in Ireland, I beg to congratulate the Commissioners and the public on the steady progress it continues to make, notwithstanding the various counteracting influences with which it has had to contend.

At the date of my last report there were thirteen Model Agricultural Schools in operation, and ten for which building grants had been made. At the present date there are seventeen in operation—five in partial operation, and three in course of building.

The Model Agricultural Schools now in operation are:—Bailieborough, County of Cavan; Bath, Monaghan; Belvoir, Clare; Ballinakill, Galway; Carrick, Fermanagh; Drumhilla, Monaghan; Dunmanway, Cork; Farrahy, Cork; Glandore, Cork; Holywood, Down; Kyle Park, Tipperary; Loughash, Tyrone; Loughrea, Galway; Larne, Antrim; Markethill, Armagh; Rahan, King's County; and Sallybank, Clare.

Those in partial operation are:—Derrycastle, Tipperary; Gormanstown, Tipperary; Mount Trenchard, Limerick; Tervoe, Limerick; and Woodstock, Kilkenny.

Those in which the buildings only are in progress of erection are: Athy, Kildare; Dunlewey, Donegal; and Leitrim, Leitrim.

Of the Ordinary Agricultural Schools there were	
in connexion at the date of my last report in	
April, 1850,	34
Received into connexion since April, 1850,	11
	<hr/>
	45
Struck off in consequence of inefficient	
management,	4
Struck off in consequence of qualified	
agricultural teachers having left,	4
	<hr/>
	8
	<hr/>
Total in operation at the present date,	37

Four applicant Ordinary agricultural cases were rejected during the course of the year. Several applications under this head have been recently received, and it is probable that, had I not been prevented by other pressing engagements from visiting and reporting upon them, the total number of Ordinary Agricultural Schools would have been considerably greater.

By the returns received from the managers of the Model and Ordinary Agricultural Schools, which are embodied in the "statistical table," Appendix 1," it will be seen that the number of pupils in the

Agricultural classes is	.	.	.	970
Industrial classes,	.	.	.	173
Agricultural boarding pupils,	.	.	.	94

The increase in the number of Model Agricultural Schools during the past year is smaller than might be expected, but this may be fairly attributed to the still very depressed state of the country. I know there are many proprietors who are anxious to avail themselves of the aid granted by the Commissioners towards the establishment of those useful institutions, but the altered circumstances of their position, owing to the events of the last few years, render it impossible for them to raise the required amount of local aid, and thus preclude them from carrying their good intentions into effect. Under such circumstances, it is peculiarly gratifying to be enabled to refer to two instances of unexpected liberality, in which the local patrons have undertaken the erection of all the necessary farm buildings at their individual expense, without requiring any aid from the Commissioners except the usual grant of salary to the teachers and the allowance for the maintenance of resident agricultural pupils. One of these, Drumhilla Model Agricultural School, County Monaghan, is already completed and in full operation, the extensive range of farm and school buildings is well designed and executed, and must have cost the benevolent proprietor, R. Foster, Esq., of Springfield, Dunganon, a considerable outlay.

The other, Dromiskin, County Louth, was originally established as an Ordinary Agricultural School, but the patron, T. Fortescue, Esq., of Ravensdale Park, lately determined on erecting, at his own expense, suitable buildings for a Model Agricultural School. From what I have seen and heard I feel confident that when completed they will be creditable to the liberality of the founder, and from the great interest evinced in its success by the manager, the Rev. T. Callan, P.P., I have every reason to hope that it will ere long become a most useful establishment.

I indulge the hope that the liberality of these spirited proprietors may be imitated by those who have the means of following such noble examples; and that those whose limited resources now prevent them from assisting in the good work may soon be enabled to come forward with their aid. I think it would be of the greatest importance that provision should be made for allowing the latter to apply a portion of the loan granted under the "Land Improvement Act" to the erection of the necessary farm buildings for Model Agricultural Schools.

During the past year, I have laid before you special reports upon

the greater number of the Model and Ordinary Agricultural Schools in operation, and it only remains for me to repeat here that, with few exceptions, they continue to carry out the objects for which they were instituted with increased energy and success. The reports of their conductors, together with their respective balance sheets, will be found in the appendix to this report, and it will be seen that they fully corroborate the statement I have now made respecting them. It is not to be expected that in every case *high profits* will have been realised, for of course they will differ in this respect according as the local circumstances of soil, &c., are favorable or the contrary. I am, however, aware that many consider the *pecuniary* result as the principal, if not the only, criterion whereby to judge of their efficiency, and, if found wanting in this respect, will not hesitate to pronounce them a failure. But if the system of management is faultless—if the teacher possesses the requisite qualifications for, and evinces sufficient industry and energy in the discharge of his duties, and if the pupils are efficiently instructed in a correct knowledge of the art by which they are to maintain themselves in after-life, and at the same time trained to habits of industry and forethought, I think it may be fairly asserted that, even should the result as to pecuniary profit be unfavorable, enough has been effected not only to prove that the system is *not a failure*, but also to recommend it to the cordial support of every friend to improvement. Pecuniary profit, though very desirable, and not to be lost sight of, is but of secondary consideration, while the moral, literary, and *industrial instruction of the rising generation*, which is the only sure foundation on which the future prosperity of the country may be permanently established, must ever be considered as the primary object of the system.

Although an outline of the constitution of the agricultural schools has been given in previous reports, yet, as the principles on which they are to be established and conducted are now more fully developed, it may not be unnecessary again briefly to recite them.

Model Agricultural Schools.—These may be divided into two classes—those under the immediate control of the Commissioners, and those conducted under the superintendence of local patrons or managers. To the former class belong those of Dunmanway, Bailieborough, Glandore, Farrahy, Derrycastle, Gormanstown, and Kyle Park, in which the agriculturists act merely in the capacity of stewards, being paid a certain salary per month, with furnished apartments in the establishment. They are supplied with the necessary live-stock, seed, implements, &c., and are required to furnish weekly farm reports, and monthly accounts of all receipts and disbursements on account of the farm, certified by proper vouchers, which are carefully examined before being submitted for the approval of the Commissioners. In addition to the management of the school farms on the most improved principles, and the practical instruction of the pupils, they are required to give scientific instruction in agri-

culture to the resident pupils, and those composing the agricultural class in the school. If their system of management merits approval, and that they have been successful in the instruction of the pupils committed to their care, they will be allowed to participate in the profits of the farm to an extent proportioned to their deserts.

In the second class, where the establishments are under the direction of local managers, the teacher holds the land as *tenant*, and farms on his own account, having all the profit that remains after payment of rent and other charges. This class consists of two divisions:—

1st. School farms of from six to twelve acres in extent, where both the agricultural and literary departments are conducted by the same person, who receives £10 per annum in addition to his class salary as a literary teacher; and

2nd. School farms of twelve acres and upwards, in which the literary and agricultural departments are under the management of separate persons; in those cases the literary teacher is paid at the usual rate, and receives the school fees of the children. The agriculturist receives a fixed salary of £30 per annum, together with the profits of the farm, and £12 per annum for each resident agricultural pupil who may be placed under his instruction. The latter he will have to diet according to a scale appended to this report, but he will have the benefit of their labour on the farm during the hours devoted to practical instruction. If the teacher or agriculturist is not otherwise provided with the requisite capital for the purchase of stock, seeds, &c., the Commissioners grant a sum, not exceeding £50, for that purpose. The sum so advanced is to be subsequently repaid by instalments; and should a teacher wish to remove before it is liquidated, he will be required to pay the full amount due, or leave a fair equivalent of stock on the farm to be charged in a similar way to his successor.

There is another class of Model Agricultural Schools, which, though included in the class before mentioned, deserves special notice, as likely to be productive of peculiar advantages wherever local circumstances are favorable to their establishment—I allude to the "*Central Model Agricultural Schools*." Of these but three have as yet been established—one at Mount Trenchard, County Limerick, on the estate of the Right Hon. Lord Monteagle; another at Ballinakill, on the property of Sir Thomas Burke, Bart., M.P., in the County Galway; and the third at Glandore, County Cork, on the property of James R. Barry, Esq. These establishments are situated in the centre of a circle of National schools, the pupils from which are to attend on specified days at the farm of the principal and central one to receive practical instruction; and the agriculturist who superintends the latter will also be required to attend at specified times in the surrounding schools to impart scientific agricultural instruction to the advanced pupils attending them. Of the practical advantages of this system, which was suggested by Lord Monteagle as one likely to diffuse

the benefits of agricultural instruction, I am not as yet enabled to report, as they are not yet fully established; but I shall anxiously watch the experiment, and report as to its success when I am in a position to do so.

Ordinary Agricultural Schools.—In cases where sufficient land for a Model Agricultural School cannot be obtained, or where it is impossible to raise the amount of local aid required towards the erection of the necessary farm buildings, with apartments for teachers and pupils, &c., the Commissioners grant £5 per annum to the teacher, in addition to his class salary, for imparting agricultural instruction to the advanced boys in attendance at the National school. The conditions on which this aid is granted are as follow:—A farm of three statute acres or upwards must be connected with the school, and so situated that the pupils may conveniently attend on it for the purpose of receiving practical agricultural instruction. The teacher must have qualified himself either by previous training, or study, for imparting a correct knowledge of the principles of improved husbandry to the advanced pupils attending the school; and his competency in this respect must be tested and reported on, as also the mode in which he is cultivating his land, feeding his stock, managing his manure, &c., &c., before the grant is awarded. He must give theoretic instruction to a class of boys for at least half an hour each day in the school-room, and practical instruction on the farm for at least an hour. Should the report at any subsequent period be unfavorable, either as to the proficiency of the pupils in agricultural subjects, or the management of the farm, and if, after due admonition on these defects, there should not be a marked improvement at the next agricultural inspection, the increase of salary will be withdrawn, and not again restored without a new application, after the teacher has given practical proof by previous diligence that he will in future strenuously exert himself in the work of improvement.

Agricultural Boarders.—In addition to the extensive accommodation provided for resident pupils at the Glasnevin Training Establishment (and which, when the new buildings shall have been completed, will be greatly augmented), there is accommodation for a certain number in each of the Model Agricultural Schools now in operation; and accommodation will be provided for an adequate number in those that are now building, or that may hereafter be received into connexion. The persons eligible for admission into this class are farmers' sons, who are intended to devote themselves to agricultural pursuits, and youths recommended by local patrons as anxious to qualify themselves for discharging the duties of land stewards or agriculturists. The parents or patron of each pupil will have to pay quarterly in advance a moderate sum for his maintenance and instruction. Besides those thus admitted, there will be one "*free scholarship*" endowed in each, which will be reserved for the most deserving pupil in the "industrial class" to be

hereafter described. The boarding pupils will be dieted according to the scale appended to this report, and employed in alternate labour and study according to the "*time-table*" also annexed. From an examination of this time-table it will be seen that besides the opportunities they will have of acquiring a knowledge of the practical details of their profession during their hours of labour, they will have ample time to devote to the acquirement of the scientific portion of their studies, and the improvement of their literary knowledge.

In my first report I stated that the different agricultural schools throughout the country "would form nurseries from which the Glasnevin establishment would derive a constant supply of youths well fitted by their previous training for the large sphere of agricultural instruction and practice which there opens to them,"—for this they are intended, and to this they may confidently aspire, if by their talents and meritorious conduct, on which alone their eligibility and selection will depend, they render themselves worthy of such preferment. As vacancies occur in the Glasnevin establishment, they will be filled by the most deserving of the resident pupils in the minor institutions.

*Industrial Classes.**—In my first report, when suggesting the propriety of trying the experiment of giving a small weekly stipend to a certain number of boys in each of the agricultural schools, I stated as my reason for so doing the reluctance that was generally evinced by the pupils in giving their labour gratuitously, and the serious impediment this was found to the efficient working of the system. The Commissioners were pleased to adopt my suggestion, and in several Model and Ordinary Agricultural Schools "industrial classes" of from four to twelve pupils each have already been established. The rate of payment is one penny per day, or sixpence per week each, for at least two hours' work daily; and small as this remuneration is it has been found effectual in obviating one of the most serious obstacles to the practical working of the system. In the different agricultural schools in which they have as yet been established, I have invariably received satisfactory reports of their operations, and in some instances the accounts were truly gratifying. The opportunities afforded to the deserving in these classes of obtaining the "*free scholarships*" in the Model Agricultural Schools must act as a powerful stimulant to industry and improvement. And what, I ask, can have a more salutary effect on young and intelligent minds than the prospect of gaining distinction and reward by the exercise of their noblest faculties and best qualities? What latent talent and energy, which otherwise would have lain for ever dormant, must be evoked by such a system!

Wherever local means will be provided for the payment of a

* See "Rules for the formation and management of the Industrial Class."—Appendix 2.

class of four or six boys, the Commissioners will pay an equal number; but unless the management of the school is unexceptionable such aid will not be accorded. I have remarked that in some cases the accounts of the benefits resulting from those small weekly payments to the boys composing the industrial classes were most gratifying. D. J. Wilson, Esq., a gentleman who has given much time and attention to the subject of agricultural education as manager of the Belvoir Model Agricultural School, in a letter recently addressed to me, states:—"The small gratuity to the industrial class has worked wonders in the way of stimulation." F. E. Curry, of Lismore, Esq., says:—"I have just made an arrangement to pay six of the more advanced pupils in the Glengarragh Agricultural School 6d. a-week each for working a couple of hours daily on the land. I think this small payment from the Duke of Devonshire will operate beneficially, and act as an encouragement to the rest." Lord Gosford, who is anxious to promote the extension of agricultural instruction amongst the children of his tenantry, writes:—"It has been a matter of regret to me, that the Markethill school, instituted for the benefit, in the first instance, of its own immediate locality, should have fallen short of this object, mainly on account of the disinclination on the part of parents to allow their children to take an active share in the cultivation of the farm. This prejudice, as stated in the answer to the queries is, I hope, greatly diminished, and you will observe by the enclosed letter to me from Mr O'Hagan (the master of the school), that he has succeeded in forming an industrial class, which, he thinks, will succeed, provided we can continue to pay a small weekly remuneration to each boy composing it."

I observe that, in some of the reports of her Majesty's Inspectors of Schools in England for 1848, '49, '50, a similar system of small remuneration for the labour of the pupils in some of the rural schools is approved of and recommended to be adopted by their managers. The Rev. Mr. Mitchell, in his general report on the schools in the North Midland and Eastern Counties, when alluding to the advantages arising from having the scholars, in rural districts, trained in agricultural pursuits, remarks:—"It appears to me that the boys must be paid for their labour; that though all the school would be engaged in the labour, only those above nine years of age should receive any emolument, and these in proportion to their years. . . . There would be a further benefit from this plan—the boys would be more regular in attendance, and it is possible might be induced to remain longer at the school as their pay would increase according to their age."

It must be admitted that the agriculture of this country is still in a very backward state, and that with its naturally fertile soil and propitious climate it does not yield a half of what it might be made to produce under skilful and industrious management. That this state of things is not entirely owing to the absence which too

generally exists of sound agricultural knowledge, I will not deny, as I know there are other barriers to the full development of the ample capabilities of our soil besides the ignorance of its cultivators. The former it is the province of legislation to remove—the latter must be dispelled by educating the rising generation of farmers and labourers in a better system than that heretofore adopted; for no matter what other obstacles are removed—no matter what facilities are afforded or inducements held out—we can never attain the desirable object of making our soil produce all that it is capable of producing without a knowledge of correct and rational principles to guide our progress. As it is known with what tenacity the mind clings to principles and practices learned in early life from those whom we look upon as persons of superior intelligence, and as this circumstance may conduce to good or evil according to the nature of the influences to which the youthful mind is subjected, we should take care that if it cannot be removed from the sphere of that which is vicious, it shall at least be stored with a knowledge of what is good, in order that the latter may supplant and counteract the teachings of ignorance and prejudice by which it would otherwise be vitiated. The application of this principle will show the expediency and utility of combining with the system of literary instruction afforded in the National schools throughout Ireland, such an amount of agricultural instruction as would serve to show the youthful minds the absurdity and inefficiency of many of the principles and practices heretofore considered as not admitting of further improvements, impart to it a knowledge of sound scientific principles, and train it to correct and rational practices.

That this can be done without at all interfering injuriously with the original purpose of these schools we have abundant proof in the general success which has attended the experiment so far as it has been yet tried, and in the creditable proficiency of the pupils in literary acquirements where this system of agricultural instruction is most successfully carried out—a system, which, to use the words of Professor Johnston, “*will make the school-boys of our day the agricultural improvers of the future.*”

In an article on “The Importance of Agricultural and Industrial Education,” published in the *Journal of the Royal Agricultural Improvement Society of Ireland*, for April, 1848, and which, I believe, I am right in ascribing to the pen of our illustrious countryman, Sir R. Kane, whose gifted advocacy of the social regeneration of his native land through the development of those “industrial resources” which he so ably and graphically delineated, deserves for him a foremost place among the real benefactors of this fruitful but neglected country, I find the following incontrovertible arguments in proof of the necessity of providing an adequate and permanent means of affording instruction to the people, and especially to the rising generation of farmers and agricultural labourers:—

“Before, however, the duties of society can be fulfilled in Ireland

by those to whom our observations specially apply, it is imperative that the great obstacle to improvement, the general absence of practical industrial knowledge, should be removed. In Ireland, instruction must precede improvement, that is, if it be really wished that the improvement of the country should be for the advantage of its inhabitants—a postulate which, as we believe we are safe in assuming, we shall not place under discussion. The corner-stone of whatever social edifice is to be erected or preserved in Ireland, must be the practical instruction of the people; and we therefore believe that we require the aid of the Board of Education far more than of the Board of Works; and we further believe that for every shilling that any plan of practical instruction could cost in Ireland, there would be repaid to the state tenfold the sum in smaller charges for extra-police, national defences, and special commission trials.

“Looking to the peculiar circumstances under which Ireland has been placed, it must be universally admitted that her staple industry will be agriculture. Her soil is for the most part naturally highly fertile, and as yet little exhausted; her climate mild, and although to be carefully taken into account in the system of agriculture best to be employed, still, on the whole, highly favorable to agricultural operations. It would be exceedingly imprudent and indeed wrong to stimulate by any extraneous means attempts at manufacturing industry, in the almost total absence of those vast accessory powers and skill which favour the manufacturing system in the sister kingdom. The resources Ireland undoubtedly possesses for manufacturing industry will, by the natural growth of circumstances, come into play at the proper time. When industrial habits and ideas are more firmly established among the people; when enterprise, which now fearfully hides its head even from the most friendly view, becomes more self-reliant and more assured, not from the sheer insanity of speculation, but from the well-considered calculations of extended knowledge and experience; then we shall be able to compete with other manufacturing people: but for a long time the chief business of Ireland will be agriculture, and the practical education for which we now specially seek is agricultural education.”

Again, in reference to “Agricultural Instruction in Primary Schools”:—

“With the views which we have already endeavoured to express of the true nature and powers of education, it will be well understood, that it is to the operation of the National system of education we look for great improvement in the social condition of this country. Build up as you may with Corinthian capitals or any other architectural ornaments painted or gilded to entrap the admiration of the mere passer by; if the building material be unsound, if your cement does not set, if change of season opens the joints, and cracks admit the elements to work, your edifice will fall; the volutes and foliage of your capital will lie dirty and broken on the earth, when the pedestal gives way from want of soundness or of equilibrium. Thus, if the real materials of which the social edifice is constructed, be not all shaped to their berth, and picked sound and well seasoned, so will it also fall. Such shaping and seasoning is education; such fitting to the work is the idea of education; that each one has in society his proper place, his proper duties, and teaching him how to fulfil them. But abstract development of intelligence is not education; acquisition of the

means of learning is not learning. 'Train up the child in the way he should go, and when he is old he will not depart from it.' Educate the child in morality and religion, and he will become a good man and a good citizen. Educate the child in habits and principles of industry, and he will become an intelligent and skilful farmer or artisan. 'Train up the child in the way he should go,' is therefore the voice of the people calling to those to whom education is entrusted; and for the practical regeneration of Ireland, it is indispensable that the child should be trained so that he may learn how to go to work.

"Upon this cardinal point, as we conceive, the entire organization of our National system of education ought to turn. It is absolutely a delusion to exhibit a sum total of half a million of children being educated, when in reality those poor children, after being so educated, are almost inevitably swept into the chaos of practical ignorance and consequent idleness which engulfs the country. So many per cent. of the lower classes know how to read and write; but how many per cent. of those classes can earn their bread? The unfortunate little boys in Kerry, who found profitable employment for a time in calculating areas and sides for the Ordnance Surveyors, at a halfpenny a triangle, were again starved when that highly scientific commission was brought to a close; for although certainly well educated according to collegiate ideas, they were not trained to their proper trade. Every National school in Ireland should be an agricultural school if situated in a rural district, and an industrial school when in a large town. Every schoolmaster in Ireland, every functionary of education, should be impressed with and inculcate the one idea, that the gangrene of Irish society is absence of practical knowledge, and that the remedy which it is for them to apply consists in practical education and the formation of business habits."

I am happy to perceive that the utility of combining industrial with literary education is becoming better understood and appreciated. The experiment has been tried in many of the National Schools of England, and there is every probability that in due time the principle will be introduced wherever circumstances are favorable for its adoption. I extract the following statements from the "Minutes of the Committee of Council on Education for 1848-49-50," as showing the views entertained on this subject by the English inspectors of National schools:—

The Rev. H. Moseley in his general report (page 14) says:—"When the master has been duly instructed in the principles of scientific agriculture (and steps are said to have been taken at the Battersea Training School, and are about to be taken at Kneller Hall, to supply masters so instructed), no means could probably be devised better adapted to their instructing the sons of farmers, who might attend the school, in the practical application of those principles, than the school garden would supply."

The Rev. M. Mitchell in his report (page 326) states:—"The employers of labour complain, either with reason or without, that the children attending National schools are unfitted for the work required of their condition; and, therefore, occupiers of land generally are not merely indifferent, but frequently entirely opposed to

all education of the operative classes. The only method of overcoming this feeling, it seems to me, is to make the schools really practically efficient, by teaching in them such objects only as may conduce to form the mind of a labourer, and fit him for his future career. And it should be borne in mind, that the education required by a town boy is widely different to that needed for an agricultural labourer. The object to be pursued is to fit the child for his *present* occupation and status in society, not to *raise* him out of it. If he wishes to rise he must elevate himself. He must look to his own, or his parents' exertions, not to the help of the state or charity, to place him in a more advanced position in life.

"I am, therefore, led to think, that if it were possible to attach to every school, land for the scholars to be trained in agricultural pursuits, it would be a very great improvement. The employers of labour would then see, that a positive advantage was attained, and the parents might also be induced to make some further sacrifice to procure an evident worldly benefit, which, however it may be regretted, is to most of them the only, or at least chief object why they send their children to school."

The Rev. F. Watkins, in his general report (p. 151), when referring to the subject of "field-gardens," in connexion with National schools, says:—"The accounts of the work done by the masters and scholars at the two schools of Upper and Lower Haithwaite are placed in the appendix, and are valuable as showing that something may be done with very limited means; and that *the employment caused by agricultural or horticultural labour does by no means interfere with the intelligent instruction of the children in the usual branches of school learning.* Much credit is due to the incumbent of Haithwaite (Rev. C. A. Hulbert), for the pains which he has taken by this means to show his parishioners, and the working men of the West Riding, the value of spade husbandry in agricultural labour, and, at the same time, so to regulate it, that in the young workmen of his schools *it walks hand in hand with intellectual improvement.*"

In the Prospectus of the "National and Industrial Schools of the Holy Trinity Church at Finchley," near London, where the system of combined literary and industrial education has been found to work very successfully, I find the following sound practical views put forward by the committee, when soliciting support for their useful and interesting establishment:—"In advocating industrial in connexion with National education, it may be necessary to premise that the ordinary elementary instruction given in National schools will not be diminished; and that the committee would fix no limit to the cultivation of those powers of mind which, as God's good gifts, are to be used and improved by all men."

"In engrafting the industrial on the National system of education, the committee interpret broadly the admonition—'train up a child in the way he should go.' They believe that as poor children

have generally little or no home industrial instruction, it is their duty, so far as their power may extend, to have them trained and instructed, at school, in such manual crafts and occupations as are fitted to develop health and strength, and to impart habits of order, neatness, dexterity, punctuality, and industry; no less than in morality and religion. They believe that systematic instruction and training, at an early age, in manual employments, will tend to make the scholars hardy and useful—valuable as servants, mechanics, agricultural and general labourers, or farmers; and that, by thus endowing them with a knowledge of common things (the philosophy of every-day life), and thoroughly instructing and exercising them in such employments, as in their several stations may fall to their lot in after-life, they will instil both the disposition and capability to perform their duties well.

From what has been said, it must be evident that the proposed plan of education in these schools is fitted for the children of farmers and tradesmen, as well as for the children of the labouring class; and the committee, having information on the subject, can assure parents of the middle class, and, indeed, of both classes, *that the industrial system will not in any degree retard, but, on the contrary, will not fail to promote the acquisition of the ordinary school learning.*"

In the district Model schools having agricultural departments in connexion with them, as at Bailieborough and Dunmanway, the "pupil-teachers" attend the lectures of the agriculturist, and receive practical instruction on the model farm attached, in the various operations of which they are required to assist at specified times. Though objections have been urged against this arrangement, as calculated to interfere with the *special* objects of their training, and though, I regret to find that, in one instance, some reluctance has been exhibited by the pupils themselves as to taking part in the drudgery of agricultural labour, still I think it can be carried out so as not only not to retard, but, as I believe, to promote their advancement in the other departments of their study, by training them to habits of industry, showing them how they may turn every hour of their time to profitable account, and invigorating their physical, and, consequently, their mental constitution.—"The vigour of the body imparts itself to the intellect; and not only relieves the monotony of the school-room by the alternate labour in the fields, but it gives zest and energy to the powers of the mind." As to the objections of the pupils themselves—if they are the offspring of *false* pride, I think a little reflection should be sufficient to show their absurdity. Why, instead of its being a degradation to assist in even the lowest offices of agricultural labour, it should, to every sensible mind, form an additional ground for esteem and approbation. In proof of this I might cite many instances of individuals of high rank and attainments who considered it an honor and a happiness to share in this employment; but I need not go farther than our own day, our own coun-

try, and our own schools, to find an instance in which a gentleman of high acquirements, and independent fortune (the brother of a baronet and high sheriff of one of our eastern counties), in order to acquire a perfect practical knowledge of agriculture, entered as an extern pupil at the Glasnevin establishment, and cheerfully assisted in all the farm operations. I have seen him with his coat off laying tiles in the bottom of a drain, and joining in every other kind of labour on the farm—yet he never thought it any degradation to be so employed; and I think it would be an insult to common sense to ask whether he, or one of the same rank, who would be afraid to soil his fingers, should be entitled to the most respect.

If the objections are made on the ground that it is *useless* to require them to assist in or learn the practical details of farming, as such is not the profession they are destined for in after-life, I would ask is it useless that their physical constitutions should be improved, which can be effected much better by a little useful labour, than useless, and, perhaps, often injurious amusement? Is it useless to train them to habits of industry? or are their circumstances in after-life likely to be so independent, as that their being able to add to their comforts by the skilful cultivation of a plot of ground in their leisure hours should be of no importance? It is not improbable but the majority of them, when their course of training is expired, and they come to conduct schools themselves, may be able to procure a small portion of land in connexion with their schools or with their dwellings; and from the agricultural instruction they have previously received, they will be enabled to act in the double capacity of literary and agricultural teachers, if the latter should be required. They will at least, as I before remarked, be able to turn their leisure hours to profitable account, thereby improving their health and circumstances, as well as their status in public estimation; and affording to the surrounding peasantry a model of thrift and industry which cannot fail to be productive of beneficial results.

To show that this is no visionary theory, but a result capable of being fully realized, I will quote the views expressed on the subject by an eminent educationist of Switzerland, who has long been engaged in working out this social problem, and of whom Mr. Kay, in his valuable work, "The Social Condition and Education of the People," thus speaks—"I was very much interested with all I saw and heard whilst with *Vehrli*. He is a man who has, perhaps, had more experience in educating the children of peasants than any other person in Europe. He has, for forty years, watched the progress and effects of education in Switzerland. He has been a general referee and adviser. People have visited him from all parts of Europe, to consult him on systems and methods; to see his college; to ask his opinions; and to tell him of the progress and effects of National Education in their own districts. He is, therefore, of all men in Europe, perhaps, the best qualified to express an opinion, both on the effects to be expected

from education, and upon the way in which that education ought to be given." On the occasion of Mr. Kay's visit to the Normal College of Kreutzingen, near Constance, over which Vehrli presides, when speaking of the Swiss system of educating and training teachers, the latter thus expressed himself:—"Your object in educating a schoolmaster ought to be to prepare a teacher of the people who, while he is considerably elevated in mental acquirements above those amongst whom he will be obliged to live, shall thoroughly sympathise with them, by having been himself accustomed to hard manual labour. If you take pupil-teachers into your Normal colleges, and content yourselves with merely cultivating their mental powers, you will find that, however carefully you attend their religious instruction, you have educated men who will soon, despite themselves, feel a disgust for the population with whom they will be called upon to associate, and for the laborious duties which they will have to perform; but if, during the whole of their residence at the Normal College, you accustom them to hard and humble labour, when they leave, they will find themselves in higher, easier, and more comfortable situations than those of their school and college days: they will from early habits and education, sympathise with their poor associates; they will feel contented and satisfied with their situation; and, feeling satisfied and happy, they will work with more energy and success, and exercise a better and a happier influence over the poor around them. . . .

. . . . It is necessary that teachers of the poor should learn, and should be accustomed to labour; for labour gives humility, and teaches how to respect the labourer. . . . But, important as labour is, in my opinion, as a part of the training of ALL youth, it is absolutely necessary in the education of teachers of the poor."

I believe it is supposed by many that the instruction afforded in the National agricultural schools is chiefly of a scientific character, and that the more useful practical details are not sufficiently attended to. Those who take the trouble of inquiring into this matter will find how erroneous is the impression. The object that is aimed at, and which will be steadily kept in view, is not to fill the heads of the pupils with a technical jargon which they cannot understand, or reduce to practical application, but to make them familiar with those scientific principles which are of daily application in their profession, and a sound knowledge of which is as requisite and as useful for them as a knowledge of the principles of geometry to the carpenter or the mason, &c., or of chemistry to the dyer, bleacher, &c. Professor Johnston in his valuable work just published, entitled "*Notes on North America, Agricultural, Economical and Social*," says:—"There is, however, an indirect method by which improvements are certain to be brought about—slowly perhaps at first, but largely and generally in the end. This method is the general diffusion of knowledge bearing upon the practice of agriculture. It is not by prescribing new methods to old men—by staking our chances

of success on the hope of overcoming the prejudices of the most prejudiced class of society. It is by instilling into young and unprejudiced minds the principles according to which all rural practice ought to be regulated that future practice will be most certainly made better. This can be done at little or no expense. . . . To be generally available, however, the mode in which this is done should be easy, short, inexpensive, involving little change in the ordinary school routine, little new machinery, and little interference with the customary school-teaching, in kind or quantity. All this, I think, may be effected, if the eye is kept bent upon the one object—that of instructing the children in *agricultural principles*, and their mode of application. These are comparatively few in number—can be simply expressed, so as to be intelligible to the very young; and can be taught in so short a time as to interfere in no necessary degree with the usual branches of education. The principles I speak of are deduced from scientific inquiry—chemical, geological, botanical, and physiological research. In the expression of these principles, new words—the names, for example, of certain substances familiar to the chemist or botanist—are necessarily employed. These words or names must be understood, if the sentence in which they are contained is to be comprehended, as the child is shown pictures of the horse and the lamb, or is taken to the fields to see these animals, if it is to understand the early reading-lessons in which they are mentioned. But a thing is known by its sensible properties; and as a child at once distinguishes the apple, the potato, the turnip, and the onion, by their form, colour, taste, and smell, so, among the things chemistry deals with—phosphorus and sulphur, oxygen and nitrogen, starch and gluten, must be made familiar to his senses, if he is to understand the meaning of their names. Thus far experimental chemistry is necessary in the teaching of agricultural principles. *It must make the words intelligible, but no more is necessary.*

I am so fully impressed with the correctness of the views entertained by Professor Johnston that I invariably make it a rule to confine the teaching to those agricultural principles which can be easily comprehended by the children, and a knowledge of which will essentially promote improved rural practice.

The zeal and ability evinced by the agricultural teachers (with few exceptions), during the past year, merit my warmest approbation. They seem thoroughly impressed with the importance of the high trust committed to them, and how much the future prosperity of the country may be affected by the way in which they discharge their duties.

Workhouse Agricultural Schools.—The imperative necessity of giving to the pauper children who now in tens of thousands throng our workhouses, such a course of mental and physical training as will fit them for becoming useful members of society—creators of wealth, instead of a helpless burden on the community—must have long since forced itself on the convictions of those who have made

our social system an object of study. Any one having the slightest knowledge of the principles of political economy must know that the greatness and prosperity of a country will be in proportion to the number, skill, and industry of its labourers, provided there are capital and enterprise to employ them. It has often been asserted that one of the greatest evils of this country was the over-stocked state of the labour market which conduced to poverty, idleness, and crime. However true this may have been in former times, and under former circumstances, recent events have completely changed this state of things. The dawn of a more prosperous era seems now to begin to shed its light over this fruitful, but as yet neglected country. A spirit of energy and improvement is, I trust, arising from the fiery ordeal through which it has pleased a wise Providence to make us to pass, in order that the different classes of the community might be made to feel their mutual dependence on each other, and so work in harmony for one common object—the welfare of their common country. Any acute observer of passing events must now see that there are incipient causes coming into operation, which, if it be not our own fault, may have an incalculable effect for good on the destinies of this country. But, like a vessel waiting for the tide, we must be prepared to take advantage of these opportunities when they arrive, else the current which might have borne us on to prosperity will have receded before we can have derived any benefit from it. The first beneficial effect of the improvement to which I have adverted, must be to create an increased demand for labour. And where are the labourers to come from? Thousands have sunk into premature graves during the late disastrous years of famine, and its concomitant diseases. Thousands have had their constitutions so weakened from the same cause that they can never again become efficient labourers. And thousands have sought in other climes that reward for their industry for which they looked in vain in their native land. This latter drain on the ranks of those who should form the chief hope of the country still continues, and will continue so long as the lot of the labourer in this country continues much inferior to what he can realize in America, or any other field of emigration.

A consideration of these facts must lead to the conclusion, that if we are to progress in improvement as expected (and I trust it is no visionary anticipation), we shall soon find that instead of a surplus there will be a dearth of labour. To meet this not improbable contingency the mass of pauper youth above referred to should be specially prepared. With this view no pains nor expense, compatible with a wise economy, should be spared to prepare them for efficiently performing their parts in the social regeneration of the country. In addition to the mental and physical training that should be provided for them, and to which I will hereafter refer, I hold it to be indispensable that they should receive such an amount of wholesome and nutritious food as will fully develop and perfect their physical constitutions, and not leave them, as they too fre-

quently are, incapable of combating their way through life. To carry these suggestions into effect would require some increase of expenditure, which, I fear, will be objected to by many as an addition to a burden that is already become very onerous and oppressive. But to save a little present increased expenditure, we should not reject the means of making thousands of unfortunate dependents on public bounty independent and happy. Instead of having for ever to dole out a miserable maintenance to those, who in early life have been thrown on our bounty, give them at once, or as soon as possible, the means of earning for themselves the fruits with which labour rewards her industrious children.

What should our Workhouses be? Schools of *industry* (as well as of literature and morality), from whence shall issue in due time, hardy and intelligent labourers to supply the increased demand which the advancing prosperity of the country must create, and where the young will not, as at present, with a few pleasing and creditable exceptions, be permitted to spend the morning of life in dull and stupid lethargy, without hope or spirit, or any of those useful occupations which would, while agreeably diversifying the monotony of Workhouse life, develop their latent energies both of mind and body, and fit them for successfully acting their parts on the great theatre of life.

I think it is highly expedient that the benefits of *industrial* education should be afforded to *all* the pauper children of both sexes, but it is only those who are to be trained to agricultural pursuits, and which, as agriculture is the chief branch of industry in this country, should be by far the greater proportion, that come within my province. In connexion with every Workhouse there should be a farm of suitable dimensions on which the pauper youths destined for agricultural occupations should receive, under a competent instructor, a thorough knowledge of their business in all its details. As the labour would be chiefly if not entirely performed by them, I have no doubt that under judicious management the expenses under this system would not be greater, and under favorable circumstances might be much less after some time, than under the system of allowing them to while away their time in listless indolence in yards or sheds, enfeebled and degraded in body and mind.

In support of the views here advanced I beg leave to quote the published opinions of some of the ablest advocates of the education and moral and physical improvement of the humbler classes. In reference to this subject, J. C. Symons, Esq., in his able Report on the Training of Pauper Children, remarks—"That which the playground is to Mr. Stow's system of discipline in town schools, the farm and the handicrafts will be to district schools. It is there that the ideal will become the real, and that application will be given to the lessons of the school and the fireside. It is the nursery-ground where the young trees are planted for nurture and development previously to their transplantation into the world. For want of this practical adaptation of instruction to conduct, this training of the

faculties, as well as storing of the head, nine-tenths of our existing schools are nearly useless, and, in many cases do more harm than good. The great deficiency in the instruction of our poorer classes is in that sort of practical knowledge of the ordinary objects and operations, both of nature and art, which it is most useful to them to understand; a want of acquaintance, not with those branches of knowledge which do *not*, but which *do* belong to their condition in life and to their daily avocations. Their ignorance of these common things is wonderfully great, and the cause of hourly loss to their employers and to themselves. . . . Practical education in the business of life, and the nature of the external world, called by the Germans 'Weltkunde,' is seldom, if ever, taught to our working classes; yet surely, it is most essential that they should learn it, inasmuch as it constitutes all the difference between good and bad servants and workmen to the industry of England and its powers of prosperity. It makes all the difference, in many instances, between pauperism and independence. In addition to the variety of objects by which useful knowledge would be imparted in a district school, a vast variety of information on the rotation and culture of crops—the science of horticulture—the value of the different descriptions of manure—their preparation and the modes of using them—the habits, nature and treatment of cows, pigs, poultry, bees, &c.; together with every process of husbandry and dairy-work, should be carefully explained to the children of a district school, in order to render it a means of training, such as may be in harmony with the future position of the children, and to supply that information and skill of which they stand especially in need. *All these things are within the comprehension of the meanest capacity, whilst they are not inconsistent with the highest order of education.* I am humbly of opinion that, if it be the principle of the new Poor Law to divert the labourer from his former reliance on the charity of others to a dependence on his own resources, the system I have ventured to sketch is indispensable to its accomplishment, and will, at the same time, give a great and prolific impulse to the skill, industry, and morals of every district in which it may be established."

"To check," says Mr. Symons, "the recurrence of pauperism by training pauper children in religion and industry, appears to be a policy as well as a duty obviously beneficial to society."

E. C. Tuffnell, Esq., remarks:—"It is absolutely necessary that the children should be taught manual labour, and be accustomed to use their hands as well as their heads. Otherwise the inconvenience is felt, which appears in the complaint that I have frequently heard from farmers, that the boys taken into their service from the Workhouse can read and write pretty well, but can do nothing else, and therefore are hardly worth their wages."

The following remarks by Sir James P. Kay Shuttleworth, though at variance with the sentiments expressed by some Boards of Guardians in this country, are nevertheless deserving of particular attention:—"The object of setting the children to work is *not to make*

a profit of their labour, but to accustom them to patient application to such appropriate work as will be most likely to fit them for the discharge of the duties of that station which they will probably fill in after-life. If the hope of profit from the labour of the children be not considered *subordinate* to the great object of enabling them to earn their livelihood by the employment of the surrounding district, or in assisting them to contribute to the comfort of their households by the exercise of their skill during periods of leisure, the establishment would probably fail as a means of promoting the independence of the children unavoidably chargeable to the rate-payers from the ordinary casualties of life." And W. W. Whitmore, Esq., in a letter addressed to J. C. Symons, Esq., respecting the Farm School of the Bridgnorth Union at Quatt, Salop (a charitable institution which I visited with much pleasure and satisfaction, and which has deservedly attracted a great amount of public attention), says:—"After all, the question of profit, though clearly shown in the Quatt School, is *not* the real question at issue. It is not profit we seek, but a good rather than a very defective education. Instead of perpetuating the race of paupers, we wish to raise these poor children to the rank of industrious and intelligent labourers; and we have every reason to believe we shall succeed—as well as effect a moral training that *no education without industry can produce.*"

I regret to have to state that the number of Workhouses having agricultural departments in connexion with the National Board is so few. I know that in many cases there are farms attached on which the pauper youths are trained to useful labour; but I much fear that the equally important object of imparting to them a knowledge of the principles by which their operations should be conducted is too generally neglected. In the hope of remedying this defect it was proposed by the Commissioners (see Fourteenth Report), to grant *gratuities* to the most deserving Workhouse Agriculturists, when it was anticipated that men of adequate qualifications would be appointed to these situations, and would, by the hope of these rewards, be stimulated to exert themselves zealously in the discharge of their duties, especially that of instructing the pupils in a correct knowledge of the principles of their profession. I would fain hope that the cause of this apparent apathy may be owing to the intention of the Commissioners not being made sufficiently public; and as the object is one of serious importance, I beg leave again to direct attention to it in the hope that those to whom the guardianship of our pauper youth is entrusted may be induced to co-operate with the benevolent views of the Commissioners for the social elevation of these helpless children.

Where land is attached to a Workhouse, and a competent agriculturist appointed to superintend its cultivation by the junior male pauper inmates, as also to instruct the latter in the principles of improved agriculture, the Commissioners have decided on granting an annual gratuity of £10 to £15, according to merit, such gratuity being contingent on the favorable report of the Agriculturist.

tural Inspector as to the proficiency of the boys in agricultural knowledge, and the judicious cultivation of the Workhouse farm. This gratuity will be awarded irrespective of the fixed salary granted by the local authorities, and the same person will be eligible for it for any number of years in succession, provided the Agricultural Inspector, at each examination, shall report satisfactorily of the agriculturist's proceedings.

The Workhouse Schools, to which the Commissioners have made grants during the past year of gratuities to the teachers for giving instruction in agriculture and of books on agricultural subjects, or books only, are :—

Dangan Auxiliary.—Galway Union.*

Ballyengland Auxiliary.—Rathkeale Union.

Carrick-on-Suir.

Clones.

Larne.

Belfast.

Glasnevin Auxiliary.—North Dublin Union.

I am indebted to E. Senior, Esq., P. L. Inspector, for a valuable communication on agricultural industrial employment in several of the Workhouses in his district, which I insert in the Appendix to this Report. See Appendix 8.

Glasnevin Model Farm.—The working of this institution, during the past year, has been most satisfactory. It has been visited during that period by a great number of scientific and practical men, some of whom are of European and American celebrity. I annex a few extracts from the observations entered by them in the "Visitor's Book" (Appendix 5), and which are most gratifying, as showing the favorable opinions entertained of the utility of the institution by those who take the trouble of carefully examining and inquiring into the system of management pursued and its results. Among so many important evidences in favour of the efficiency of our establishment, I am happy to be able to include the testimony of such justly celebrated men as M. Payen, of France, and Professor Hitchcock, of Amherst College, United States. But if it is gratifying to have the marked approval of men of such eminent *scientific* attainments, it is not less so to have the recorded opinions of such eminently *practical* men as Clapperton, of Vicarstown, and Brady, of Merino. I also append to this Report the remarks of the Hon. and Rev. S. G. Osborne on the Glasnevin establishment, which are published in his work, entitled "Gleanings in the West of Ireland," page 228.

In consequence of the addition to the farm, alluded to in previous

* The interesting report, Appendix 7, furnished by Mr. Mears, the agriculturist at the Dangan Auxiliary Workhouse Farm, is deserving of particular attention. The institution is very creditable to those members of the Board of Guardians who have given so much time and attention to its working, and affords evidence of the benefits which would have accrued from similar exertions on the part of the Guardians of other Unions.

reports, which required a complete remodification of the system of management, it is as yet in a transition state, and the progress has been greatly retarded owing to the want of suitable offices, which, I am happy to say, are now in course of erection.

The dairy stock was unfortunately attacked by that malignant disease, pleuro-pneumonia, in the month of August. Notwithstanding that every precaution and remedy, which prudence and skill could suggest, were had recourse to, twelve milch cows were carried off by it. As, in supplying the places of these, it was not considered judicious to go to the expense of procuring animals of a superior breed, lest the disease might still linger in or return to the place, the present stock of dairy cattle are of an inferior description, but on the completion of the new farm buildings, it will be most desirable to have animals of the very best breeds, so that the Commissioners may be able to supply the Model Agricultural Schools, now so widely spread, with cows, sheep, and pigs of a superior quality, and thus diffuse, what is so very desirable, an improved breed of these useful animals throughout the country.

By a recent arrangement, the large kitchen garden in connexion with the establishment is now under the management of Mr. Campbell, the Board's Horticulturist, and I trust that the improvements in progress, and those contemplated, will place that useful department on an efficient footing, and thus afford another important element of instruction to the young men educated at the institution.

To Mr. Donaghy, the Superintendent, I feel called upon emphatically to express my high appreciation of the zeal, ability, and efficiency evinced by him in the unremitting discharge of his many and important duties, and for the success which has attended his labours.

Glasnevin National Industrial School Garden.—In accordance with the views expressed by the Commissioners in their Fourteenth Report, section 10, paragraph 45, a portion of the garden attached to the Glasnevin National Schools has been divided into six equal "allotments," which are cultivated by six of the more advanced boys under the superintendence and direction of Mr. Hawe, the literary teacher. Each boy will be required to keep an accurate account of his receipts and expenditure, and I hope at the end of the year to be enabled to give a favorable report of the working of this interesting experiment.* Mr. Hawe gives daily instruction to a class of the more advanced scholars in the elementary principles of agriculture and gardening.

Although the value of having the rising generation properly trained to habits of industry, economy, forethought, neatness, and honesty is fully admitted by all, yet it is to be regretted that, generally speaking, so few proprietors or agents give that attention

* Mr. Hawe's report, Appendix 9, contains full particulars relative to the cultivation, course of cropping, &c., &c.

to the subject which its importance demands. In my tours of inspection through Ireland, I am, however, happy to state that I have met with some instances which well exemplified what happy effects may be produced with the sacrifice of a little time and a very trifling expense. When in the West last summer, I called upon T. Strickland, Esq., at Lough Glynn House, County Roscommon, for the purpose of seeing the "*School Gardens*," of which I had received an interesting account. In the absence of Mr. Strickland I was most kindly received and accompanied by Miss Strickland to the several gardens, my visits to which afforded me the highest gratification and pleasure, and tended more strongly to convince me of the good that may be effected by benevolent and energetic individuals who will devote a small portion of their time, attention, and means to such praiseworthy objects. I was much pleased to find that Mr. Fallon, the teacher of the Lough Glynn National School had been most assiduous in directing and assisting the children to cultivate their little plots of ground, and in carrying out the views of Mr. and the Misses Strickland. I cannot here avoid alluding to the girls' school, also under the superintendence of those ladies, where I saw numerous specimens of plain and most beautiful fancy-work done by the poor children, and the sale of which I understood was the principal, if not the only means of giving support to many destitute families in the neighbourhood.

To give a better idea of those interesting "*School Gardens*," I annex the following report with which Mr. Strickland very kindly favored me subsequently to my visit:—

*"Loughglynn House, Loughglynn,
10th February, 1851.*

"SIR,—In answer to the information you desired respecting the origin and working of the '*School Gardens*,' I beg to say that a small beginning was made a few years ago in inducing a few of the upper girls in the Female School to make little flower plots round their houses. A feast was given to them in summer, and Premiums to those who could show the best nosegay, and to the one who had her garden in the neatest order. In the beginning of 1847, when the failure of the potato turned all attention to the raising of other crops for food for the people, efforts were made to introduce the cultivation of vegetables as well as flowers, and to enlist the Boys as well as the Girls in the work. About forty children of both sexes made that year some beginning, getting from their parents a little piece of ground near the house (they were encouraged to take the waste spots, previously left vacant, by their parents, and bring them into order and cultivation). Seeds of the ordinary garden vegetables were supplied to them gratis. The Schoolmaster undertook to go the rounds and superintend the sowing, &c., &c. Many, of course, failed from their entire ignorance of the cultivation necessary, and from the wet state of the land. Many more crops never came to perfection from pilferings;

but some fifteen or twenty had *something* to show at the little vegetable and flower show in August.

"The following year those who had failed were encouraged to try again, and those who had succeeded, to make fresh efforts. Seeds were again given at a low price, as it was found that when they were given gratis they were wasted. More improvement was made that year, and during the subsequent years; a steady progress has been going on, the pupils showing a decided desire to improve, and a greater taste for neatness growing among them. There are now some of the gardens really very creditable, and about fifteen more fair attempts. The rest (say about fifty more) are as yet but small attempts.

"Prizes are given at the examination and a feast in summer for—
1. The best vegetable garden; 2. The best flower garden; 3. The best parcel of vegetables shown; 4. The best flowers shown. A pig is the first prize, and garden tools or garden books are the other prizes. Much emulation is shown among the twelve or fourteen head competitors.

"Some of the boys have made from three to four pounds of their vegetables and fruit in the year; and the parents have, in some instances, given up to the skill of their son the whole of the plot round the house which previously grew nothing but cabbage. The sisters attend the flower gardens, while the brothers have the vegetable ones.

"It was found so difficult for the master to attend to the many applicants for instruction how to till their gardens, that last year a piece of ground close to the school was made into a Model Garden, to be under the master's care, and where he could instruct the boys. A great readiness is shown to work in it, and better still, *much honesty—neither fruit nor vegetables having been touched, though open to all.*

"I am, Sir, your obedient servant,

"THOMAS STRICKLAND.

"THOMAS KIRKPATRICK, Esq."

In my tours of inspection during the past year, I distributed the various works on agricultural subjects which were entrusted to me by the Commissioners, and in this way a considerable amount of useful information has been diffused in many districts of the kingdom.

The agricultural works which were supplied to the Bailieboro' and Dunmanway establishments have been found very useful, and, I think, a similar collection of practical and scientific publications must be provided at each of the Model Agricultural Schools.

In concluding my Report for the past year on the system of Agricultural Instruction, I think I may, with greater confidence than ever, indulge the hope that it is destined amply to fulfil all the anticipations of its founders. Though its progress has been, and still continues comparatively slow, owing chiefly to the general depression which yet unhappily exists, though it has not put forth

many branches, it has, at least, established its roots firmly in the soil. After another year of trial, during which its operations have been anxiously and minutely watched, I am convinced that it only requires to be more extensively established to become an efficient agent in the elevation of our island to that standard of prosperity which its many natural advantages so eminently fit it for attaining. In attaching so much importance to an agency of as yet so comparatively limited operations, I may be considered by our opponents (of whom, no doubt, there are still many, though their number is happily diminishing before the light of experience), as an interested partisan, or a visionary enthusiast. Nevertheless, I state but my own sincere conviction, arrived at by careful inspection and anxious investigation, and fortified by the testimony of men, whose opinions are entitled to the highest consideration. On my various tours of inspection during the past year, I have made it a special object to ascertain the views of men of station and intelligence on this important subject. Circulars have also been transmitted to the Patrons and Managers of the Agricultural Schools longest in operation, and the replies received bear testimony to the truth of what I have here asserted. It is true, that of the present class of small farmers in Ireland, but comparatively few, living in the neighbourhood of the Agricultural Schools, have adopted many of the improved practices they saw there; but any person conversant with the social condition of the country, will find many causes which sufficiently account for this apparent apathy to improvement, not the least prominent of which is the general absence of information, and want of early training in correct and rational principles—"we must," as has been truly said, "educate the child, if we would reform the man." To remove this barrier to our social progress is the great object of the National Agricultural Schools. When this has been effected, as under Providence it shall, if those entrusted with the arduous, but honorable task of removing the obstacles by which ignorance and prejudice have long blocked up the avenues of improvement, are imbued with a thorough devotion in the cause, it may be confidently hoped that the result will be speedy and unimpeded prosperity.

Let not those who, in any way, can aid in effecting so desirable a consummation, refuse to do so because the good effects of their labours are not immediately evident. The seed is committed to the genial earth, but it does not spring up immediately, and requires time to develop and perfect its fruit; so in like manner the seeds of instruction and industry implanted in the minds of our peasant youth, will require time and patience before we can witness the harvest of prosperity which will not the less surely follow.

I am, Gentlemen, your obedient servant,
THOMAS KIRKPATRICK,
Agricultural Inspector.

To the Secretaries, Education Office, Marlborough-st.

APPENDIX 1.—Statistics of Agricultural Schools in connexion on the 1st of April, 1851.

MODEL AGRICULTURAL SCHOOLS.

COUNTY.	SCHOOL.	Particulars of Farm.		Live Stock Kept.				Pupils receiving Agricultural Instruction.			No. of Pupils in paid Industrial Class.		OBSERVATIONS.
		Extent.	Rent per Statute Acre.	Horses.	Black Cattle.	Sheep.	Pigs.	Poultry.	Boarders.	Day Pupils.	Paid by the Commissioners.	Paid by the Patron or Teacher.	
DUBLIN.	Glanevin Model, Larne.	127 0 20	4 9 10	6 & 1 pony	84	-	88	56	40	30	-	-	Not in operation.
	Murkethill, Rathfriland Dist. Mod.	7 1 8	3 0 0	1 ass	5	5	4	4	10	13	0	0 (patr.)	
	Rathfriland, Dist. Mod.	8 2 10	2 0 0	-	5	5	2	2	4	13	0	0	Not in operation.
	Grange-way, Rathfriland	16 2 0	1 15 2	1 jennet	2	-	12	1	25	24	0	0	
	Hollywood, Rathfriland	9 0 6	4 1 34	1 ass	5	0	0	0	-	12	4	4	Not in full operation.
	Curick, Rathfriland	15 8 0	1 5 0	1	7	5	4	0	-	12	1	0	
	Bath, Rathfriland	45 0 0	1 1 0	0	13	-	12	1	14	14	0	0	Not in full operation.
	Drumhills, Rathfriland	40 0 13	0 13 10	2	6	0	12	10	14	24	4	4	
	Loughash, Rathfriland	8 0 0	1 0 0	1 ass	4	0	12	11	-	24	0	0	Not in full operation.
	Sallybank, Rathfriland	13 0 0	2 10 0	1	3	0	11	11	4	27	0	0	
	Belvoir, Rathfriland Dist. Mod.	16 3 23	2 10 0	1	6	-	11	11	4	27	0	0	Not in full operation.
	Punamway, Rathfriland	24 3 8	0 10 0	1	6	-	11	11	4	27	0	0	
	Dunmore, Rathfriland	18 0 0	0 10 0	1	6	-	11	11	4	27	0	0	Not in full operation.
	Glandagh, Rathfriland	80 0 0	0 14 0	1	6	-	11	11	4	27	0	0	
	Fartruchard, Rathfriland Cent. Mod.	20 0 0	1 0 0	1	6	-	11	11	4	27	0	0	Not in full operation.
Terre Park, Rathfriland	16 0 0	1 0 0	1	6	-	11	11	4	27	0	0		
Killy Castle, Rathfriland	18 1 22	0 14 0	1	6	-	11	11	4	27	0	0	Not in full operation.	
Perrycastle, Rathfriland	30 6 0	1 0 0	1	6	-	11	11	4	27	0	0		
Donnamore, Rathfriland Dist. Mod.	11 3 15	1 4 0	1	6	-	11	11	4	27	0	0	Not in full operation.	
Adby, Rathfriland	8 3 30	1 0 0	1	6	-	11	11	4	27	0	0		
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
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Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	
Woodstock, Rathfriland	-	-	-	-	-	-	-	-	-	-	-	-	Not in full operation.
Woodstock, Rathfriland</													

APPENDIX I.—Statistics of Agricultural Schools in connexion on the 1st of April, 1851.

MODEL AGRICULTURAL SCHOOLS—*continued.*

COUNTY.	SCHOOL.	Particulars of Farm.		Live Stock Kept.					Pupils receiving Agricultural Instruction.		No. of Pupils in paid Industrial Class.		OBSERVATIONS.
		Extent.	Rent per Statute Acre.	Horses.	Black Cattle.	Sheep.	Pigs.	Poultry.	Boarders.	Day Pupils.	Paid by the Commissioners.	Paid by the Patron or Teacher.	
King's County,	Rahan, . . .	A. R. P. 12 3 3	£ s. d. 0 18 6	1 mule	8	—	8	24	2	24	4	2	Not in Operation.
Galway, . .	Loughrea, . .	9 2 35	0 18 6	—	4	—	—	80	—	14	6	—	
Ditto. . .	Ballinakill, . .	80 0 0	0 15 5	—	7	—	4	32	—	50	—	6	
Leitrim, . .	Leitrim, . . .	—	—	—	—	—	—	—	—	—	—	—	

ORDINARY AGRICULTURAL SCHOOLS.

Antrim,	Ballymena, .	8	3	29	2	10	0	-	5	-	-	12	6	4	*None paid. *None paid.
Ditto.	Ballycarr,	7	1	20	1	14	5	-	2	-	1	15	4	4	
Ditto.	Dundrod, .	8	0	0	1	10	0	-	3	-	3	12	-	-	
Armagh,	Ballinahone,	2	0	0	3	5	0	-	2	-	-	8	-	-	
Cavan, .	Lough Ramor,	12	3	33	0	9	0	1 ass	1	-	3	18	-	-	
Ditto.	Drumkearl,	11	1	14	0	10	0	-	6	-	-	18	-	-	
Ditto.	Drum,	13	0	0	1	8	0	-	1	-	6	16	6	-	
Donegal,	Balleighan,	13	0	0	1	0	0	-	5	1	18	16	-	-	
Londonderry,	Balloughry,	6	0	20	0	17	6*	1 pony	5	-	3	7	-	-	
Monaghan,	Kidnamishna,	16	2	32	1	13	4½	-	2	-	8	15	-	-	
Tyrone, .	Five-mile-Town,	4	0	18	1	7	9½	1	2	-	1	23	-	-	
Ditto.	Dressog,	10	2	0	1	0	0	-	6	-	1	8	-	-	
Ditto.	Drumnafern,	6	1	16	0	11	0	-	2	-	1	12	-	-	

[illegible]

**No return. former Teachers
having left.**

WORKHOUSE AGRICULTURAL SCHOOLS.

Larne Workhouse,	.	8	2	0	2	11	6	-	-	-	-	14	-
Belfast Workhouse,	.	4	4	0	-	-	-	-	-	-	-	25	-
Rathkeale Auxiliary.	.	9	2	30	1	5	0	1 pony	-	-	-	25	-
Clones,	.	37	0	0	1	6	0	-	16	-	12	34	-
Carrick-on-Suir,	.	25	4	0	-	-	-	-	-	-	-	-	-
Dangan Auxiliary,	.	25	0	0	3	0	0	-	-	-	-	144	-
Gleanevin Auxiliary,	.	8	0	0	-	-	-	-	-	-	-	-	-

APPENDIX 2.—RULES for the Formation and Management of the Industrial Class in the National Agricultural School, County of

1.—*Admission*.—The qualifications for admission are—Regular attendance at School, Proficiency in Literary and Agricultural Studies, and General Good Conduct.

2.—*Duties*.—To assist for two hours on each of the first five days of the week, and for three hours on Saturdays, in such part of the business of the Model Farm as may be deemed best suited to their strength and capacity; to be careful and diligent in the performance of their appointed work; and to be attentive to, and make reasonable progress in, their ordinary School business.

3.—*Fines*.—Every absent day, One Penny; every wilful act of negligence or disobedience, Two Pence.

4.—*Appropriation of Fines*.—The Fines to be applied to the purchase of Books, which are to be distributed as premiums amongst the Industrial Class for general good conduct.

5.—*Dismissal*.—Any Member of the Industrial Class who shall absent himself for six successive days, without obtaining the Teacher's leave, or whose general attention and conduct do not afford satisfaction, shall be dismissed.

6.—*Filling Vacancies*.—When a vacancy occurs by the withdrawal or dismissal of any member, it will be filled by the most eligible pupil from amongst the *candidates* for admission to the class.

N.B.—A copy of these Rules to be suspended in a conspicuous part of the School-room.

APPENDIX 3.—PROSPECTUS of the GLASNEVIN AGRICULTURAL TRAINING ESTABLISHMENT in connexion with the National Model Farm.

OBJECTS.

THIS Institution, which was established by the Commissioners of National Education in the year 1838, is designed to supply such instruction both in the *science and practice* of Agriculture, as will qualify young men, especially those in an humble rank of life, for discharging the important duties of Teachers of Agriculture, Land Stewards, or Farmers.

THE FARM,

Which is situated about three miles from Dublin, originally contained fifty-two statute acres, but by a recent addition its area is now 128 acres.

With a view of exemplifying the most approved systems of culture, a different rotation of cropping is followed upon each of four separate divisions of the farm; and in order to place within the reach of the pupils an opportunity of obtaining practical Horticultural knowledge, a large Kitchen Garden is attached to the premises, which is under the management of an experienced Gardener.

THE FARM BUILDINGS.

A new range of Buildings is now in course of erection, which will comprise, in addition to the requisite Farm-offices, a Residence for the Superintendent, and Dormitories, Dining Hall, School-Room, &c., for a Class of 100 Resident Agricultural Pupils.

SYSTEM PURSUED.

The house-feeding of Cattle, both Summer and Winter, forms a prominent feature in the management pursued—the experience of its practical working for many years having clearly shown its superiority over that of any other system. Dairy Husbandry, the Fattening of Cattle, the Breeding and Rearing of different kinds of Live Stock, &c., are all embraced in the details of the System; and the arrangements for affording to the Pupils as large an amount of information as possible upon every branch of the business of farming, including the various operations of field culture, and the permanent improvement of the soil, are such as to place within their reach a favorable opportunity of becoming acquainted with the practical performance of all of them.

MANAGEMENT.

The management of the Farm, and the supervision of the Training Department are entrusted to a Superintendent who resides upon the premises. This Officer, who is assisted in the out-door management by an efficient Steward, directs the different farming operations, and exercises a control over the literary and industrial education, and the moral conduct and discipline of the pupils. It is his duty to enforce obedience and attention to the general regulations of both departments of the establishment, by *admonitions* and *finer*, when necessary; and should these fail in producing the desired effect, it is his further duty to report the conduct of the offending party to the Commissioners. Any Pupil guilty of insubordination or gross misconduct is immediately expelled by the Commissioners. Every possible facility is afforded to the Pupils to attend, with the strictest punctuality, to the observance of their religious duties, and *no interference whatever is permitted with the peculiar religious tenets of any.*

CLASSES ADMITTED.

Two classes are admitted, an "Intern," and an "Extern" Class. The former consists of two divisions, one of which is composed of Agricultural Pupils who are designed for Land Stewards or Farmers; the other of Teachers who are qualifying themselves for conducting Agricultural Schools. The members of the *Intern* Class are boarded, lodged, and educated at the expense of the Board of National Education. The *Extern* Class is composed of young men, whose circumstances enable them to board and lodge, at their own expense, in the immediate neighbourhood of the Farm. The Pupils in this Class are permitted to attend the Lectures of the Superintendent, and to engage in the ordinary work of the Farm.

ADMISSION.

The admission of an Agricultural Pupil or Teacher into the "Intern Class" is obtained through the application of his Patron to the Secretaries, on the following conditions, viz.:—

First—As regards "Agricultural Pupils"—

That they have been educated either at one of the minor National Agricultural Schools, or at an Elementary National School.

That they have attained the age of seventeen years, are of sound constitution, and free from disease.

That they have acquired fair literary attainments.

That their certificates of character, as regards their industrial habits, sobriety, and general morality, are such as to prove satisfactory to the Commissioners.

Second—With respect to Agricultural Teachers—

That they have been previously trained in the Literary Department; and are able to produce similar satisfactory Testimonials of Character, &c., as those required on the part of the Agricultural Pupils.

The "Extern Pupils" are admitted to the benefits of the Institution upon the following Terms, viz:—

That they engage in the ordinary Farm work.

That they attend punctually, with the Intern Pupils, the Lectures of the Superintendent.

That they be amenable to the Rules and Regulations of the Establishment.

Each Extern Pupil pays an entrance fee of two guineas to the Commissioners, which sum is appropriated to the purchase of Agricultural Books for the Library connected with the Establishment.

The period of training of the "Pupils" in the Intern Class is two years; and that of the "Teachers" one year. No specified time is set apart with reference to the "Extern Pupils."

INSTRUCTION—LITERARY AND AGRICULTURAL.

The Literary Instruction of the Intern Class is conducted by a first class Teacher; and the Course embraces:—Reading, Spelling, Writing, Arithmetic, English Grammar, Composition, Geography, Mechanics, Bookkeeping (Mercantile and Agricultural), Geometry, Algebra, Mensuration, Land Surveying and Levelling, with the use of the Theodolite, and Mapping.

The Lectures on Scientific and Practical Agriculture are delivered by the Superintendent, and the following are some of the more prominent Subjects comprised in the Course:—

The History of Agriculture.—The necessity which exists for extending a more correct knowledge of Agriculture in Ireland, and the surest and best means of effecting this object.—The good results likely to flow from a combination of *scientific and practical* knowledge.—Chemistry and Geology in relation to Agriculture.—The formation, nature, and physical properties of the different Soils, and the best methods of improving them.—Draining, Trenching, Sub-Soiling, &c., with the principles upon which their efficacy depends.—The nature, constitution, and properties of the different Manures—animal, vegetable, and mineral. The best and most economical methods of collecting and preserving Manure and Compost Heaps, with their modes of application.—The different Rotations of Cropping, as applicable to the various descriptions of Soil.—The injury which the Soil sustains by growing *Grain-crops* for some years in succession.—The management of the Dairy.—The advantages of the House-Feeding of Cattle.—The Breeding, Rearing, Feeding and Fattening of Live Stock.—The different Breeds of Horned Cattle, Horses, Sheep, and Pigs.—The more prominent defects of Irish Husbandry, and their remedies. The general cultivation of the different Crops; and the preparation of the Land, by Ploughing, Spade Labour, Harrowing, Grubbing, Rolling, Weeding, &c.—The Harvesting of the different Crops, and Hay-making.

The Pupils have the privilege of attending the Course of Lectures on Botany delivered at the Glasnevin Royal Botanic Gardens, and of visiting the very valuable Museum of the Royal Dublin Society.

OCCUPATION OF TIME.

Summer half-year.

H. M.	H. M.	
At 5 0 a.m.		Rise.
From 5 0 a.m. to 5 30 a.m.,		Dress and say Prayers.
At 5 30 a.m.		Assemble in the Farm Yard.

* The year is divided into two Sessions in reference to the *Agricultural Lectures* of the Superintendent. The first of these, or Spring Session, commences on the first Wednesday in February, and ends about the middle of June; and the second, or Autumn Session, commences on the first Wednesday in August, and terminates about the middle of December. The course of *Literary* instruction is continuous throughout the year; with the exception of a vacation of ten days at Christmas, and three days at Easter.

	H. M.	H. M.	
From	5 30 a.m.	to 6 0 a.m.,	Clean and feed Cattle, &c.
"	6 0 a.m.	to 6 30 a.m.,	Wash and prepare for Study.
"	6 30 a.m.	to 8 0 a.m.,	At Study.
"	8 0 a.m.	to 8 45 a.m.,	Attend Superintendent's Lecture on Agriculture.
"	8 45 a.m.	to 9 0 a.m.,	Prepare for Breakfast,
"	9 0 a.m.	to 9 30 a.m.,	Breakfast.
"	9 30 a.m.	to 10 0 a.m.,	Directions given relative to the work of the day.
From	10 0 a.m.	to 2 0 p.m.,	At work.
"	2 0 p.m.	to 3 0 p.m.,	Dinner.
"	3 0 p.m.	to 6 0 p.m.,	At work.
"	6 0 p.m.	to 6 30 p.m.,	Wash and prepare for Study.
"	6 30 p.m.	to 8 0 p.m.,	At Study.
"	8 0 p.m.	to 8 30 p.m.,	Supper.
"	8 30 p.m.	to 9 0 p.m.,	Clean and feed Cattle, &c.
"	9 0 p.m.	to 9 30 p.m.,	Prayers.
At	9 30 p.m.		Retire to Bed.
At	9 40 p.m.		Candles in Dormitories extinguished.

Winter half-year.

	H. M.	H. M.	
At	6 0 a.m.		Rise.
From	6 0 a.m.	to 6 30 a.m.,	Dress and say Prayers.
At	6 30 a.m.		Assemble in Farm Yard.
From	6 30 a.m.	to 7 0 a.m.,	Clean and feed Cattle.
"	7 0 a.m.	to 7 15 a.m.,	Wash and prepare for Study.
"	7 15 a.m.	to 8 0 a.m.,	At Study.
"	8 0 a.m.	to 8 45 a.m.,	Lecture on Agriculture.
"	8 45 a.m.	to 9 0 a.m.,	Prepare for Breakfast.
"	9 0 a.m.	to 9 30 a.m.,	Breakfast.
"	9 30 a.m.	to 10 0 a.m.,	Work for the day pointed out.
"	10 0 a.m.	to 2 0 p.m.,	At work.
"	2 0 p.m.	to 3 0 p.m.,	Dinner.
"	3 0 p.m.	to twilight,	At work.
Half an hour after twilight allowed for washing, remainder of the time to,			
	8 0 p.m.,		At Study.
From	8 0 p.m.	to 8 30 p.m.,	Supper.
"	8 30 p.m.	to 9 0 p.m.,	Clean and feed Cattle, &c.
"	9 0 p.m.	to 9 30 p.m.,	Prayers.
At	9 30 p.m.		Retire to Bed.
At	9 40 p.m.		Candles extinguished in Dormitories.

CERTIFICATE OF GENERAL CONDUCT AND QUALIFICATIONS.

A certificate of the general conduct and qualifications of each Pupil and Teacher in the "Intern Class" is given by the Superintendent, and countersigned by the Agricultural Inspector, at the termination of their respective periods of Training. No Certificate, however, is granted unless the Pupil or Teacher has served his full time—has conducted himself throughout the period of training in a satisfactory manner, and has acquired that amount of knowledge in reference to the business of his profession, which will justify the belief that he is qualified to discharge his duties efficiently.

By order,

 MAURICE CROSS, } Secretaries.
 JAMES KELLY, }

APPENDIX 4.—SYLLABUS of the COURSE of LECTURES delivered by the Agricultural Superintendent at the Glasnevin Agricultural Training Establishment.

Introductory Lectures have reference to the History of Agriculture.—The importance of, and the necessity which exists for, extending a more correct knowledge of agriculture in Ireland—the surest and best means of effecting this object, and the good results likely to flow from a combination of *scientific* and *practical* knowledge in carrying out its details.

The subjects discussed are divided into three sections:—

SECTION I.

Comprises the General Properties of Matter—Division of Bodies, &c. ; Chemistry—embracing a consideration of the four Organic Elements, Carbon, Oxygen, Hydrogen, and Nitrogen—their Properties—their more important combinations—Proportions in which they enter into the Composition of Plants; General Properties of Organic Substances; the Atmosphere—its Composition—its Uses in reference to Animal and Vegetable Life—Ventilation, &c.

Water—Its Composition, Uses, and Properties, &c.

The more common Earths, Oxides, and Alkalies—their Formation, Properties, &c.

The different classes of Acids and Salts—their Formation, &c.; Carbonic Acid—its Composition—Properties—Sources whence produced—Uses in reference to Vegetable Growth—Class of Salts produced by its Combination with Bases—their Properties and Uses; Humus—Products of its Decay—their Uses in reference to the Growth of Plants.

Ammonia—Its Composition—Properties—whence produced Naturally—its Combinations—Uses in relation to Vegetation.

Nitric Acid—Its Composition—Combinations—its relations to Vegetable Growth.

Sources whence Plants derive the Organic Elements—Forms in which they enter into their Circulation—Probable Mode of their assimilation in forming their Organic Part.

Sources whence Plants derive the Mineral Ingredients which enter into their composition in the formation of their Inorganic Part—Forms in which they enter.

BOTANY—(Permission is kindly granted by the Royal Dublin Society to the Class in training at the Glasnevin Model Farm to attend the Lectures of their Professor of Botany at the Glasnevin Royal Botanic Gardens.)

VEGETABLE PHYSIOLOGY—The Structure of Plants—their principal Parts described—the Functions and properties of.—Manner in which Plants receive their Food.

The Composition of Plants—their Organic and Inorganic Part

—Sources whence they derive the Materials for the formation of both Parts.

- The Compound Organic Substances which exist in Plants, viz.: —Starch, Sugar, Gum, Woody Fibre, Vegetable Albumen, &c., &c., &c., with their Composition and Properties—the relation of the Amylaceous and Albuminous Substances to the Nutrition of Animals.

- The Principal Inorganic Constituents of Plants, such as Potash, Soda, Lime, Magnesia, &c., &c., &c.—their Composition—Mode of Procuring—Properties, &c.

- Composition of the more important Cultivated Plants—the Inorganic Substances more particularly required by each Species—Exhaustion of the Soil by frequent repetition of the same crop without the application of the peculiar kind of manure which it requires—Principles upon which a rotation of Cropping should be conducted.

GEOLOGY—Its relation to Agriculture—Causes which have produced, and which are still producing changes on the Surface of the Globe—Classification of Rocks—Formation of the Soil—General Capabilities of Soils derived from the different Rock formations—the Distribution of the Different Rock Formations in Ireland.

Composition of the Soil—Sources whence it has derived its Organic and Inorganic Part—its relation to Plants and Animals as regards the Ultimate Elements of each—the Mineral ingredients which should be present in every fertile soil.

Classification of Soils—Properties and Capabilities of the different descriptions—Causes which have produced a variety of Physical properties of Soils and Subsoils.

SECTION II.

Embraces Improvement of the Soil by Draining, Subsoiling, Trenching, Manuring, &c.

DRAINING—Injurious consequences resulting from Wetness in the Soil—Beneficial effects of Draining—Different Systems of—Best yet discovered—Sources of Wetness in the Soil—Principles of Draining Explained—Laying off the Drainage of a Field or District of country—Objects to be attended to in laying off Drains—Depths and distances of Parallel Drains in the different descriptions of Soil—Proper situation of Main and Sub-main Drains—Different Materials for forming Drains, with their comparative durability and suitability—Mode of performing the Work.

SUBSOIL PLOUGHING—Proper Time for performing—Beneficial Consequences of—Mode of Executing—Subsoiling with the Spade and Fork.

TRENCH PLOUGHING—Principles of—Mode of Execution—Pro-

per time to perform—Field in rotation to be Trenched—Trenching with the Spade.

COMMON PLOUGHING—Objects of, and Effects produced by—Mode of Performing—Proper Time for ploughing land for the different crops—Drilling—Beneficial Effects produced by the free admission of Air to the Interior of the Soil—Spade Husbandry.

MANURES—Theory of their Action—Different Classifications of—*Farm-Yard Manure*—Mode of Collecting, Preserving, and Applying—*Liquid Manure*—Importance of—*Bones*—Composition of—Modes of Dissolving and Applying—*Droppings* of the Different Domesticated Animals—their Composition—Relative Values respectively—*Guano*—its Composition, &c.—*Peat Charcoal*—its Properties and Uses—*Peat*—*Peat Ashes*—*Coal Ashes*—*Wood Ashes*—*Soot*—*Sea-weed*—*Long* and *Short Manure*—*Mineral Manures*, including Lime, Chalk, Marl, Gypsum—Action of Calcareous matters—the different Salts of the Alkalies—Quantities the different kinds of Manure per acre, and the Crops and Land for which each is best adapted.

SECTION III.

Comprises an enumeration of the Different Classes of Farms cultivated in Great Britain and Ireland, with the respective objects in view in their management. When circumstances are favorable the *Mixed System* of Husbandry recommended.

CHOOSING A FARM—Considerations to be attended to—Sub-division and gradual improvement of.

FENCES—Different kinds of—Mode of Construction—Dressing, or Repairing of—Interior Fences unnecessary when the House-feeding System is pursued.

GENERAL CULTIVATION, with the preparation of the land for the different Crops—the Cultivation of the Potato—Of Mangel-Wurzel—of the Turnip—of the Carrot—of the Parsnip—of the Cabbage—of Rape—of Vetches—of Beans—of Peas—of Lucerne and Sainfoin—of Wheat—of Oats—of Barley—of Rye—of Flax—of Grass and Clover, &c.; Hay—making—Harvesting of the different Crops, &c.

THE DIFFERENT ROTATIONS OF CROPPING as applicable to the various descriptions of Soil.

HOUSEFEEDING OF CATTLE—Its comparative Advantages—Mode of Feeding and General Attendance of Cows for Dairy purposes—Dairy Husbandry—Feeding of Cattle for Fattening purposes—Feeding of Horses and General Stable Management—Feeding of Pigs—Breeding and Rearing of the different kinds of Live-Stock—the different breeds of Black Cattle, Horses, and Sheep.

A sketch of the more prominent Defects of Irish Husbandry and their Remedies.

APPENDIX 5.—Extract from "GLEANINGS in the WEST of IRELAND:" by the Hon. and Rev. S. Godolphin Osborne.

"It will serve to give the reader some idea of the effort making to spread sound agricultural knowledge, if I now proceed to detail the result of my late visit to the Glasnevin Model Farm Establishment, near Dublin. This School is under her Majesty's Commissioners of National Education in Ireland. I found some neat buildings in connexion with about 100 acres, more or less, of land; there were cattle sheds, with a certain amount of stock, piggeries, &c. The land was very heavily cropped, and farmed on the highest known principles, applicable to such an extent of soil. It is worked, I believe, entirely by the labour of the pupils, under the direction of a Mr. John Donaghy, the Agricultural Instructor and Superintendent.

The young men here educated, are received on certain rules of recommendation, from all parts of Ireland, to be qualified for the situations of Land Bailiffs; Agricultural Teachers in Schools; Practical Instructors in the Provinces; or as farmers on their own account. The day I visited the establishment, there were forty-seven pupils in course of instruction. Before giving any account of the nature of the education afforded them, I will place before the reader the different parts of Ireland from which these forty-seven pupils came, their parentage, and their intended future occupations, from particulars kindly furnished at my desire.

Sons of Farmers, - - -		26	INTENDED OCCUPATION.	
" Tradesmen, - - -	7		To be Land Stewards, -	43
" Land Stewards, - -	6		" farm on his own account,	1
" Schoolmasters, - -	6		" teach Agriculture, -	3
Son of a House Agent, -	1			
" Medical Man, - - -	1			
	—			—
	47			47

HAVE COME FROM

County of Cork, - - -		2	County of Meath, - - -		1
" Donegal, - - -	1		" Wicklow, - - -	2	
" Clare, - - -	4		" Galway, - - -	3	
" Limerick - - -	1		" Mayo, - - -	3	
" Roscommon, - - -	1		" Kerry, - - -	1	
" Kildare, - - -	2		" Dublin, - - -	1	
" Down, - - -	2		" Louth, - - -	1	
" Antrim, - - -	8		" Waterford, - - -	3	
" Cavan, - - -	4		" Tyrone, - - -	1	
" Kilkenny, - - -	2		" Leitrim, - - -	2	
" King's County, - - -	1		" Tipperary, - - -	1	
				—	
				47	

From the above particulars it will be seen, that the advantages of this Institution are sought by just that class most to be desired for the ends for which it was established; it also appears, that this leavening of the agricultural mind is a process in course of action, throughout the length and breadth of the country.

The following is the result of an inquiry as to the destination of those pupils who have been already educated. Of seventy-one pupils who have left this establishment since 1st November, 1847, to the 1st of July, 1850:—

- 26 have been appointed to conduct small Agricultural Schools.
- 8 to Literary Schools, until Agricultural Schools need their services.
- 4 are Land Stewards.
- 4 Practical Agriculturists on private estates.
- 3 " " under Lord Clarendon's letter.
- 4 conduct the business of their fathers' farms.
- 5 have emigrated.
- 5 dismissed.
- 12 occupations unknown.

71

After going over the land in cultivation, I saw the young men collected in the Class-room. They were put through a long examination in the practice and theory of Agriculture. They were questioned narrowly as to the nature and classification of soils; the theory and practice of draining; the economy, nature, and effect of manures, natural and artificial; the relative cost of particular courses of cropping; the theory of cropping; succession of crops, &c.; the organism of plants; their relative effect upon the soil; the application of chemistry to agriculture; the comparative cost of land worked as arable or pasture, &c., &c. They were, in fact, examined with some strictness as to their knowledge of all those subjects which form the staple of books on the Science and Practice of High-farming. Many of them answered quickly and *standingly*; they all gave evidence that fully as much pains were taken in the theoretical teaching, as in the practical. I looked at some of the themes they write on the subject of Agriculture; they were all directed to the same end, viz., teaching thoroughly all that is known on this interesting branch of knowledge.

I at first doubted whether they could understand the scientific terms they so freely used; I therefore laid wait for an opportunity to test one of them, and, to my surprise, had a good plain definition of a term given, which I thought must have been as Hebrew to the youth who used it.

They looked to me to be youths of just the right stamp for the purpose for which they were in training, hardy, healthy, and homely. They have lately got an increase of land for the farm, and are about to put up a house and offices on a larger scale. I was much gratified with the time I spent at this establishment; I can see no bound to the good it is calculated to effect. In December, 1848, there were fifty Agricultural Schools in connexion with the Commissioners of Education in Ireland. I am afraid I forgot to inquire whether the pupils were chiefly Catholics or Protestants,* I hope there are many of both religious professions, and have no doubt that the pupils of these establishments are not exclusively of any one religious denomination.

Those only who have had an opportunity of observing the general nature of farming, as practised amongst the small holders in the west, can form any true idea of the value of this system of training young men to become teachers, and exhibitors of a very different practice."

Extracts from the VISITORS' REPORT BOOK at the Glasnevin Model Farm.

June 6th, 1850.

"My visit to the Model Farm this day has been to me a source of much gratification and valuable information; and the manner in which its several operations are conducted, fully attest the practical skill of the Manager."

FRANCIS MACDONNELL, North Frederick-street, Dublin.

* One-fourth were Protestants, and the remainder Catholics.—T.K.

June 12th, 1850.

"We have inspected the Model Farm this day, and have much pleasure in recording our admiration of the whole concern. The order and skill exhibited are very striking, and we would augur the best results to the country from the same system, by means of the young men here educated, being extended over it.

HENRY ALEXANDER, Presbyterian Minister, Newry.
ROBERT DICKSON, M.D., T.C.D.

June 13th, 1850.

"We have inspected the Model Farm, and have much pleasure in expressing our approbation of the system generally pursued, and of the very clean and luxuriant state of the crops, and we consider the Institution well worthy of the attention of Agriculturists."

THOMAS NEWMAN, Mainhead, Devon.
THOMAS N. HUNT.

June 19th, 1850.

"I have this day visited the Model Farm at Glasnevin, and have been much pleased with the admirable system which has been so well carried out, as the beauty and luxuriance of the crops fully indicate.

FREDERICK JOHN BLACKMORE,
Harperton, Kelso, N.B.

June 25th, 1850.

"We have this day visited the Model Farm, and have much pleasure in recording our admiration of the system pursued in its working, and have no doubt but the result will be beneficial to the country."

JAMES ANDERSON, Glasgow.
JOHN PEARSON, Glasgow.

July 1st, 1850.

"I have this day gone over the Farm, and felt much pleasure indeed with the improvement which has taken place within the last four years on the old Farm; indeed all the crops are splendid."

LESLIE ACHESON, Limerick.

July 1st, 1850.

"We have visited the Establishment and have derived very great satisfaction, as well from what we have seen, as from what we have heard; regarding as we do the subject of Agricultural Education as one of the greatest importance in the present condition of Ireland;—it cannot but be most gratifying to see this interesting attempt to further it."

S. G. OSBORNE,—H. C. STEUR.

July 3rd, 1850.

"I have this day visited the Establishment, and have been over the greater part of the Farm, and feel great pleasure in expressing the deep satisfaction experienced on witnessing not only the state of the crops and condition of the cattle, but on reflecting of what great utility this Establishment may and must be in improving the condition of this unfortunate country."

JAMES ORR, Presbyterian Minister.

July 12th, 1850.

"I came from Massachusetts, United States of North America, and am President of Amherst College. I have had the privilege of hearing an examination of the classes in Agriculture in this School, and have been greatly pleased, and think that this School bids fair to do much for this country and the cause of Agriculture generally."

EDWARD HITCHCOCK.

July 12th, 1850.

"I have very carefully traversed this Model Farm, and it affords me great pleasure to bear my humble testimony, relative to the manner in which the whole Establishment is conducted. All the crops upon the Farm are full of promise; and greatly exceed the average of the country at this time, and the tillage is unexceptionable

"The Live stock are clean, healthy, and in good condition—I consider the Establishment well calculated to answer the end for which it was intended."

JAMES CLAPPERTON.

August 8th, 1850.

"I have visited and gone over this Model Farm, and am greatly pleased with every thing which I have seen, both as regards the cattle and crops; the practical instruction of so many young men in the most improved system of the cultivation of the soil, as well as in the management of stock, cannot fail to exercise a most beneficial influence upon the country at large."

T. JONES HOWEL, Inspector of Factories.

August 16th, 1850.

"We have been greatly gratified in viewing the Farm, and are greatly pleased with the green crops and the wheat, and the house-feeding must benefit the farmer."

H. SUGDEN,

GEORGE S. HIFWORTH, Lincolnshire.

August 19th, 1850.

"I have examined the various objects of interest in the Model Farm, and am much pleased with them. I have been much aided in forming opinions on what has come under my notice by the kind explanations afforded me by the steward."

ALEXANDER BELL TELFER, Ayr, N.B.

August 31st, 1850.

"Payen—Member of the Institute of France,—Permanent Secretary to the Central Society of Agriculture, was very much satisfied in seeing this remarkable Establishment."—(From the French.)

Signed, PAYEN.

August 31st, 1850.

"A. Gruyer—Civil Engineer—formerly a pupil of the Central School of Paris. This Establishment merits the attentive observation of strangers on account of its management, and the practical education which is here received by the young men."—(From the French.)

Signed, A. GRUYER.

September 4th, 1850.

"I am much gratified with the place, and have been instructed by what I have seen of the operations of the Model Farm."

F. L. OLMSTED, Southside, Staten Island, New York,
United States of America.

September 25th, 1850.

"It is with no small degree of satisfaction that I here report the progressive improvement of this Establishment. Every operation of Agriculture connected with it is skilfully carried out, and worthy of admiration and of the attention of those who seek a system of farming at once more profitable, and deserving encouragement."

FRANCIS MACDONNELL,

November 4th, 1850.

"I have visited the Model Farm, and gone over the entire grounds, and received much pleasure from witnessing the perfection of both grounds and crops."

JAMES BRADY.

November 8th, 1850.

"We have visited this Farm, and are very much pleased by the admirable manner in which everything is conducted, and beg to return thanks for the attention paid by the Master and his Assistant—Mr. Francis M'Mahon.

ROBERT BIXON, Fermoy,

JOHN O'NEILL, M.D., Fermoy.

December 18th, 1850.

"I have not been on the National Model Farm for some years, and was much gratified on my walking over it this day to witness the most decided improvement in the system of high culture at present practised and in progression, strongly indicative of the most marked benefit to those for whose instruction it is intended."

JAMES WALSH, Practical Instructor.

January 30th, 1851.

"Having inspected the Model Farm we are highly pleased with its appearance, and especially commend the system of *thorough draining*."

G. D. O'GOWAN, } Anne Arundel County,
J. M. DOHERTY, } Maryland, United States.

APPENDIX 6.

Model Farm, Glanerin, April, 1851.

SIR,—In conformity with your instructions, I beg to forward you the following Report in relation to this Establishment. In doing so, it strikes me, that as no document of the kind has heretofore been furnished, you will not consider it altogether out of place, should I extend my remarks to a period somewhat antecedent to that of the past year.

This Establishment has been under my superintendence since 1st November, 1847. At that time the farm in connexion with it contained an area of fifty-two statute acres, and the number of pupils and teachers in training amounted to twenty-two. In the spring season of 1849, the farm was increased in extent to 128 statute acres, and the class in training to fifty. There are at present on the rolls forty-eight; and were it not that a deficiency of accommodation exists—which is now about to be remedied—twice this number would be receiving the benefits of the Institution. As it is, however, great good must be resulting from its operations, as the following statement of the number of persons who have left it, since my appointment in November, 1847, very clearly testifies:—

Agricultural Teachers, Agriculturists, Land Stewards, and Practical Instructors—all of whom have received appointments,	40
Agricultural Teachers appointed to Literary Schools for a time—till Agricultural Schools be forthcoming,	8
Conducting their own or their fathers' farm,	4
Occupations unknown; but most or all of whom may have received appointments,	10
Emigrated,	6
Dismissed,	7
Removed by order of Commissioners,	2
Left in consequence of bad health,	1
Total,	88

You will readily perceive from the foregoing analysis that no less than fifty-two well-qualified Agriculturists—embracing Agricultural Teachers—have been appointed to situations from this institution during the period referred to, and who are, it may be presumed, all at present actively engaged in disseminating throughout the different localities of Ireland, both the principles and practice of the best system of husbandry of the day; that ten additional individuals of whom no certain data, as regards their present occupation, are known, may be and very probably are engaged in the same good work; that six have emigrated to foreign parts, where the Agricultural training received here may be turned to good account; that three have been obliged from constitutional debility or accidental injury to abandon, at least for a time, their profession; and that eight have been dismissed.

The young men referred to above were all trained at the farm, but in addition to these, the Literary Teachers who were trained at the Model Schools in the Sessions of 1848, 1849, and 1850—amounting to 559, have all had the advantage of attending a course of my lectures on Agricultural subjects, and of visiting the Model Farm, once each week, during the period of every Session. Most of these paid the strictest attention to, and evinced the greatest possible interest in, the course of agricultural instruction thus afforded them; and many of them, I am confident, from the manner in which they answered upon the various subjects, are well qualified for conducting *Ordinary Agricultural Schools*, and will, I have every reason to believe, use their best efforts in diffusing the knowledge they have thus acquired in their respective neighbourhoods.

These details are dry; but, I respectfully submit they are not the less interesting to those who have the well-being of our country at heart, inasmuch as they at once clearly point out that if the bettering of the condition of those engaged in the cultivation of the soil is to be dependent upon the adoption of an improved system of cropping and management, this mode of procedure, amongst a class of persons notorious for their prejudices, is the surest and best way to attain that object. The more attention I have given to this subject, the more am I convinced of what I believe to be the fact, that no other machinery whatever at present exists in Ireland capable of so successfully improving the agriculture of the country as that of which this Establishment is the “motive power.”

It is not my intention to enter upon the subject of Agricultural Education; still I cannot refrain from giving one extract, in reference to it, from a book which has recently come into my hands, entitled, “Annual Report of the Commissioner of Patents for the year 1847,” to the “House of Representatives”—United States; in which amongst other important matters Agricultural Education forms a principal article. At page 325 the author says, “The Government Councillor Albrecht, of the Grand Duchy of Nassau, at one of the meetings of German Agriculturists, when the question of instructing children in public schools was discussed, observed that—

“Since 1817, there had existed, in Nassau, an Institution for School-teachers, where all the branches of Natural History and Agriculture are taught, not with the view to educate the teachers as practical farmers, but to give those men who are destined to live among the farmers, and charged with the education of children who will inherit the same occupation, a theoretical knowledge of agriculture, so that correct views on matters of agriculture might be diffused in common schools.” ‘I, myself,’ said he, ‘have been for seventeen years in succession professor of agriculture, and my friend the medical councillor, lectured on natural history about as long as I did in the same Institution. We both can give the assurance that those young men whom we educated for teaching were mostly sons of farmers, who had obtained no other instruction than that of the village schools; that they listened to our lectures with undivided attention, and with great advantage; that they proved this when they obtained situations as teachers; for they disseminated correct views, and awakened a love

of agricultural knowledge among the children. To this may be ascribed the fact, that the greatest number of pupils at the agricultural school at Idstein, from 1818 to 1833, and at Wiesbaden, from 1831 to 1843, came from those schools where our pupils laid the germs of that knowledge; and it grows vigorously.

“ These comprehended the more scientific branches of natural history and agriculture with much more readiness, and in their practical career applied them with more judgment and advantage, than the sons of proprietors of large estates, and better education. We found, by experience, that young men who have not enjoyed a scientific education are, nevertheless, capable of understanding a scientific lecture, and able to follow the road pointed out to them.

“ This I mention, in order to show that young men from the country, with a limited education, are, without a scientific or collegiate training, capable of a higher degree of culture in the art of husbandry.”

Now, not only do I coincide with the views above expressed, but, from an experience of nearly ten years in affording agricultural instruction, in a somewhat similar way, I beg to say, that I have found it perfectly practicable to combine agriculture with literary education, and that too, without in any way retarding the progress of the pupils in their ordinary school studies.

I shall only further remark on this subject that, in forming an estimate of the system of agricultural education which has been committed to your management, and which, by means of your unremitting energy, is now becoming gradually more and more developed and in all quarters better appreciated, it should not be forgotten, that in addition to the powerful influence which the young men who leave this establishment must exercise on the progress of agricultural improvement, they will also promote in an eminent degree both the moral and social condition of those amongst whom it may be their lot to be located, by the inculcation of those principles of moral rectitude, and the exemplification of those habits of healthful industry, which they have imbibed at the parent institution.

I shall now proceed to notice a few of the more prominent points connected with the farm management.

The original Model Farm is divided into four distinct sections. The first of these is separated into five fields, upon which a five crop rotation is exemplified; the second into four fields upon which a four crop rotation is followed; the third into three small plots upon which a three crop rotation is carried out; and the fourth is cultivated as a vegetable garden. This is the plan of cropping pursued at present on this farm, and it is evident that it is in agreeability with the original arrangement contemplated in reference to it. But, without intending to cast any reflection upon the party concerned in its former management, I feel myself called upon, in justice to myself, to say, that when I commenced my duties here, this plan had either been abandoned or it had never been properly established. A period of two years elapsed before I got this important end accomplished. What also tended to cramp my efforts very materially, in the first year, arose from the two following circumstances; First, no preparation of that portion of the land intended for root crops in the ensuing year had been made, in the proper season, autumn; and consequently this work had to be executed afterwards; and, second, as neither horses nor proper farming implements were upon the premises at the commencement of my duties, I was necessarily obliged to submit to the delay consequent upon purchasing both. Thus it was, that although I strained every nerve to bring forward the work and get the crops into the land at the proper time, these and other causes, to which it is unnecessary to advert, thwarted my plans to a very considerable extent; and prevented me altogether from effecting any permanent improvements in my first year's management. In the second year, however, the work proceeded more steadily and systematically—many of the obstacles which

operated as a drag in the first year having been overcome; and I was thus able, in addition to the general work of the farm, to accomplish the thorough drainage of about nine statute acres, by means of the pupils and teachers in training only. The drains over the one-half of this area were made at twenty-one, and over the other at distances which varied from twenty-four to thirty feet asunder; and the average depth of the parallel drains was four, and of the main drains five feet. The materials used in the construction of the drains were tiles of a semi-circular form, refuse slates, and small stones. The slates were laid in the bottom of the drains as soles, the tiles were placed immediately above them with their open sides down, the small stones were then emptied along the line of the tiles, to a depth of four or five inches, and the entire was covered with firm sods. This is an expensive mode of draining; but from practical experience of its efficiency I can recommend it with confidence.

The outlay in effecting this draining could be easily given; but as the work was all performed by the pupils to whom no *direct* payments were made, their labour would require to be estimated; and even should this be done with the greatest degree of accuracy, the cost of its performance could not be so confidently relied upon as if *actual* money payments had been made to hired labourers. The same difficulty also presents itself in relation to every other description of work performed on the farm; for, whilst some of the pupils could do as much and as well-executed work, in the same time, as any paid labourers, others could not. It strikes me, therefore, that under these circumstances it is better to omit any statement of the kind.

In the spring season of 1849, the Commissioners rented an additional farm, and attached it to the one in operation. This farm contains about 76 statute acres. It had been in pasture for a considerable period, and, like most farms of its kind, it was divided into fields of very unequal area, by high hedges, with deep and wide gripes; whilst the wetness of its soil, and the indifferent pasturage over a large portion of its surface, gave sure indications that a pretty large outlay would be incurred for its improvement before it could be brought into a profitable state of culture. It is favorably situated, however, in relation to the old farm, being quite contiguous to it; and both now combined, form what may be very fairly termed a compact farm. The lateness of the season at which possession was got of the land rendered it impossible to break it up, and crop the entire of it in the first year with any prospect of advantage; it was, therefore, considered advisable to reclaim only a part of it, and allow the remainder to continue in pasture till the ensuing year.

The great dissimilarity in area which existed between the respective fields, the crookedness of the fences, and many other circumstances of an equally objectionable nature, pointed out the propriety of a new division of the farm. This was made at once; and the necessary preparations for cropping three of the divisions, comprising an area of about thirty-three statute acres, proceeded with without delay. These preparatory operations consisted in clearing off all the old fences which intersected them, filling the deep gripes, and levelling the inequalities of surface.

With the view of providing an adequate supply of feeding for an increased number of live-stock during the ensuing winter, as well as of bringing the land into the rotation intended to be followed at as early a period as possible, I found it necessary to crop one of the divisions referred to with Swedish turnips, though it had been for a long period in grass. The preparation of land in this state, in the month of May, when the crop should be in the ground, is no easy matter, as every one acquainted with agricultural operations will at once concede. I accomplished it, however, but not by pursuing the ordinary course of tillage; and got the seed sowed in the latter part of May. As the plan pursued was rather novel, I believe it is as well that I should state it, but I beg it to be understood that in doing so, it is not with the object in view of

-recommending it as superior to the ordinary course of drill culture, as I am perfectly satisfied it is much inferior. However, it might be practised with advantage by a person placed in similar circumstances as I was, and therefore I give it.

The field was ploughed into nine feet ridges; these were properly harrowed and formed into lazy-beds; the bottom of the furrows were then dug, and the fine mould thus produced spread evenly with the shovel over the surface of the beds; an application of about 2 cwts. of Peruvian guano per statute acre was made; drills, two feet apart, were formed across the ridges with the common spade; and lastly the seed was sown on the top of the drills by depositing it in holes, made by the corner of a hoe, at regular intervals of twelve inches.

By this course of tillage the tough sods were completely buried beneath the surface, and were thus placed in a position in which they would gradually decompose, the depth of the surface soil on which the crop grew was very materially increased, the finest possible bed of mould for the reception of the seed produced, and a sufficiently extensive mixture of the upper and subsoil effected. It had one great drawback, however—the furrows occupied not less than one-fourth of the ground—and this circumstance, of course, affected very considerably the produce of the crop. It will be readily perceived that expediency alone prompted the adoption of this plan.

As regards the other two fields, which were brought under culture in 1849, no remarks seem to be required. They were prepared, in the usual way, for oats, with which they were cropped.

The new division made of this farm comprises seven fields; on one of which, central in its position, the farm buildings will be situated. As a considerable portion of this field, therefore, will be occupied in this way, it is contemplated that the remainder will be drained, properly cleaned, and ultimately laid down to permanent pasture; and when the grass has been properly established, it will be enclosed, and used as a paddock, into which the dairy cows will be turned for exercise, for a period of about two hours each day. This will be the only field in the farm which will have an interior enclosure; all the others will be separated merely by alleys, two feet in breadth. Amongst the many advantages derivable from the house-feeding system—the system pursued here—this is one of them:—no interior fences are absolutely necessary. On the remaining six fields a regular six crop rotation will be followed.

I forward you, along with my other papers (see Appendix), the balance sheet for this year ('49), and in doing so, I consider myself called upon to say, that although an area of thirty-three statute acres only, of the new farm, was under tillage, the remainder being allowed to remain in pasture—miserable pasture too—the entire rent of both farms is charged in the document referred to. Also, that owing to the fact that the land had been for a long period in pasture, and in an exceedingly wet condition, the return produced by it in the shape of crops, as compared with what is the general result from the cropping of well managed arable land, was very inferior indeed. On the whole, the business was in a transition state—a condition of affairs which is seldom found to be remunerative. The smaller and more productive farm had to bear the charges attendant upon the larger and less productive, as well as those connected with itself. The balance sheet for this year, therefore, cannot be fairly taken as a criterion of what may be the probable result when the ground has been drained and cropped with manured fallow crops.

I now proceed to offer a few remarks on the transactions of 1850. The work to be performed in this year was extensive, and it became, therefore, the more imperatively necessary that every exertion should be used to accomplish its execution. The remainder of the new farm, still lying in pasture, and containing an area of about forty-three statute acres, had to be brought under tillage. To effect this, the useless fences, running in every direction throughout the

unreclaimed portion, required to be levelled, and the wide gripes, in connexion with these, filled and sewered. Coupled with this, the gradual improvement of that part of the land cleared of fences in the previous year, had to be proceeded with, and the general work of both farms performed.

By planning the work judiciously, and carrying it forward with the necessary vigour, the fences were got levelled, about sixteen statute acres of the new farm thoroughly drained, and the general work of both farms executed satisfactorily. What facilitated the spring labour very materially was the adoption of a course which might be followed with great advantage by others similarly circumstanced, viz. :—the cropping of as much of the land as possible with autumn or winter sown crops. Thus the field which was in grass in 1849, in the four crop rotation, was ploughed in October, and Russian dun, or winter oats sowed in it early in November; the land intended for wheat was cleared of its crops of potatoes, turnips, mangel-wurzel, carrots, and parsnips as early a season as possible, and winter wheat sowed; and a portion of the field intended for manured root crops in the ensuing year, was sown with Russian or winter beans. I may just say that I always manure and drill the bean-crop; the drills are made at a distance of two feet six inches apart, and the land is cultivated in the same way as it would be for any fallow crop. The same course was followed on the five crop rotation; and thus, when the spring season arrived, I had the satisfaction of having the crops in the ground over the greater part of the old farm. This mode of management is highly to be commended. By pursuing it, the work can be carried forward *gradually* and *economically*, and that pressure of business which the farmer has generally to meet in the spring season by the employment of an increased number of labourers, avoided; whilst the crops, if properly managed, will come round much earlier, and be equally, if not more, productive. In my own case, the Russian oats, to which reference is made, although coarse, yielded the best return of this kind of grain which I had upon the farm. The produce was at the rate of upwards of twenty-four barrels, of fourteen stones each, per Irish acre.

The ground gained on the new farm by levelling old fences and filling gripes and ponds amounts to about $3\frac{1}{2}$ statute acres. Part of this work was performed by the pupils, and part by hired labourers. The land thus gained may be said to be a *positive* addition to the farm, as it will in future be under cultivation instead of being occupied by useless fences and gripes. From a calculation made of the outlay incurred in effecting this improvement—taking the data furnished by the payment of the labourers engaged in part of the work as the basis of the calculation, it was found not to exceed £10 per statute acre for the ground gained.

The drains executed this year were cut at 24 feet apart, and at a depth varying from $4\frac{1}{2}$ to $3\frac{1}{2}$ feet. Tiles were used in their construction—soled with slates, and covered around the junctions with small stones. The main drain, into which the sub-main and parallel drains emptied themselves, was made in the form of a rectangular pipe, terminating at the side of a small rivulet which forms the natural outlet for the water. All the drainage effected by me on both farms is affording the utmost satisfaction; and the improvement of the land consequent upon the operation can only be sufficiently appreciated by those acquainted with its former condition.

In effecting permanent improvements on such a farm as this, some persons appear to think that as sufficient means are at command, they should be done at once, so as to place the farm, in the shortest time possible, in *that* position which its name seems to imply. With every respect for the opinion thus referred to I beg to say that I entertain a different view of the subject; and until I am convinced that more useful knowledge would be diffused by draining—for example—the entire land in *one* year during the training of *one* class of young

men, than there would be, say, in *seven* years during the training of *seven* classes, I shall pursue the course I have heretofore done, viz., that of *gradual* improvement. I would further add upon this point, that in carrying out the improvements referred to I by no means intend to follow the course pursued by some, viz., that of deepening the soil by trenching previous to the thorough drainage of it. I look upon this as a sad mistake in every case in which the soil to be operated upon is naturally wet. Draining under such a circumstance should always precede both subsoiling and trenching.

You will perceive by referring to table No. 2. of the statistical returns of the cropping of 1850, that flax culture has been introduced here. The crop was on the whole a very good one; but unfortunately, like many others, I found myself in a disadvantageous position in reference to facilities for its proper preparation for sale. It is much to be regretted that some general means should not be adopted, if at all practicable, in the different localities of Ireland, for the ready sale of the raw material of the crop; as the total absence of machinery, in some places, for dressing and preparing it for market in the usual state, operates very forcibly in retarding its more extensive cultivation. In my own case I dried the crop in a green state, and afterwards ricked it. The seed was threshed out in the present spring, and yielded a return of 13½ bushels per statute acre of excellent quality. A portion of it was sold for sowing. I have myself given trial to a small quantity of it in the same way, and I intend to use the remainder of it in feeding cattle. The Royal Flax Improvement Society afforded me the services of two of their Flax Instructors, Mr. Hazlet and Mr. Patterson, the former at the time of sowing the seed, and the latter when the crop was being pulled. Both myself and the pupils derived a great deal of valuable information from these persons in reference to the different operations connected with the culture and management of the crop. I feel myself therefore called upon to thank both the Society which sent them and the gentlemen themselves for the services thus rendered.

I regret very much that under existing circumstances it is out of my power to grow this important crop so extensively as I could wish. To attempt growing it on a large scale, in a neighbourhood like this, without the necessary apparatus for preparing it for transit, in a dressed state, to the only market, Belfast, where it would likely bring a remunerating return, would be foolishness in the extreme. I shall always, however, sow as much of it as will enable me to afford to the pupils *that* amount of practical information, in relation to its culture and management, which will prepare them for growing the crop with confidence when they leave this establishment. Did I purpose to introduce it as one of my principal crops I would then consider it advisable to establish some such rotation as the following, viz., in the first year, potatoes; in the second, wheat; in the third, flax; in the fourth, turnips and mangel-wurzel; in the fifth, barley, oats, or wheat, laid down with grass and clover seeds; in the sixth, grass the first year; in the seventh, grass the second year; and in the eighth, oats. The following diagram will explain this rotation more fully by exhibiting at one view the entire cropping for a period of eight years, viz. :—

	Field No. 1.	Field No. 2.	Field No. 3.	Field No. 4.	Field No. 5.	Field No. 6.	Field No. 7.	Field No. 8.
First Year.	Potatoes, Carrots, Parsnips, &c.	Oats.	Grass the second year.	Grass the first year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Turnips and Mangel-Wurzel.	Flax.	Wheat.
Second Year.	Wheat.	Potatoes, Carrots, Parsnips, &c.	Oats.	Grass the second year.	Grass the first year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Turnips and Mangel-Wurzel.	Flax.
Third Year.	Flax.	Wheat.	Potatoes, Carrots, Parsnips, &c.	Oats.	Grass the second year.	Grass the first year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Turnips and Mangel-Wurzel.
Fourth Year.	Turnips and Mangel-Wurzel.	Flax.	Wheat.	Potatoes, Carrots, Parsnips, &c.	Oats.	Grass the second year.	Grass the first year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.
Fifth Year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Turnips and Mangel-Wurzel.	Flax.	Wheat.	Potatoes, Carrots, Parsnips, &c.	Oats.	Grass the second year.	Grass the first year.
Sixth Year.	Grass the first year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Turnips and Mangel-Wurzel.	Flax.	Wheat.	Potatoes, Carrots, Parsnips, &c.	Oats.	Grass the second year.
Seventh Year.	Grass the second year.	Grass the first year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Turnips and Mangel-Wurzel.	Flax.	Wheat.	Potatoes, Carrots, Parsnips, &c.	Oats.
Eighth Year.	Oats.	Grass the second year.	Grass the first year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Turnips and Mangel-Wurzel.	Flax.	Wheat.	Potatoes, Carrots, Parsnips, &c.

By pursuing the above rotation, the entire farm would be manured every four years; flax would be grown upon the same field at intervals of eight years; it would follow a grain crop, and would thus be finer in the fibre than if taken after a manured root crop; and the exhaustion of the soil, consequent upon cropping the land with two crops in succession, which had been suffered to ripen their seed, could be obviated by the application of liquid manure to the field in flax.

In the absence of such a rotation as the foregoing, and being unwilling to take the flax crop immediately after a manured root crop—owing to the probable coarseness of fibre in the plant which would thus be induced—I pursued the following method, by means of which I attained the object I had in view, whilst, at the same time, I preserved the crops, in the rotation in which I grew it, in their usual regular successive order. Thus I sowed a *part* of that field in the four crop rotation, which was intended for root crops, with flax; and, after I had cleared the land of this crop in August, I manured the ground on which it grew with well-rotted manure, fallowed the plot throughout the Autumn quarter, and had it thus in the best possible state, in the latter part of October, for the reception of the proper succeeding crop. After the removal of the manured root crops grown on the remainder of the field, and as soon as the land on which they grew had been got duly prepared, the entire field was sown with winter wheat. Of course, grass and clover seeds were sown among the wheat braird at the proper season. By pursuing this course, no *breach* was made in the rotation—the flax was grown in what is considered its most favorable position, after a grain crop—and the land received its proper quantum of manure.

Perhaps the following diagram will more comprehensively illustrate what I have endeavoured to explain:—

Years.	Field No. 1.	Field No. 2.	Field No. 3.	Field No. 4.
First Year.	Potatoes, Turnips, Mangel-Wurzel, &c. Flax.	Oats.	Grass for Soiling, and Hay.	Wheat, Oats, or Barley, with Grass and Clover Seeds.
Second Year.	Wheat, Oats, or Barley, with Grass and Clover Seeds.	Potatoes, Turnips, Mangel-Wurzel, &c. Flax.	Oats.	Grass for Soiling, and Hay.
Third Year.	Grass for Soiling, and Hay.	Wheat, Oats, or Barley, with Grass and Clover Seeds.	Potatoes, Turnips, Mangel-Wurzel, &c. Flax.	Oats.
Fourth Year.	Oats.	Grass for Soiling, and Hay.	Wheat, Oats, or Barley, with Grass and Clover Seeds.	Potatoes, Turnips, Mangel-Wurzel, &c. Flax.

Now, it is not presumed to recommend this course, unless in those cases only in which a comparatively small quantity of flax is intended to be grown, and in those circumstances in which the cultivator cannot conveniently re-subdivide his land for the establishment of a rotation more particularly adapted for flax culture, such as the eight crop course previously given. However, in those instances in which the farm is divided, say into five or six fields or divisions of equal area, on which a five or a six crop rotation respectively is at present followed, the cultivation of flax can be readily introduced.

Suppose the farm to be divided into five fields, there would be little difficulty in establishing the following five crop rotation—keeping the principle in view that flax should be made to follow a *grain* rather than a *manured* root crop. Should this principle be rejected, then the only change required to be made in any of our common rotations would be the substitution of *flax* in the place of *grain* in the field laid down with grass and clover seeds. As I have said already, however, this is not considered advisable.

The annexed rotation is the one referred to, viz. :—

Years.	Field No. 1.	Field No. 2.	Field No. 3.	Field No. 4.	Field No. 5.
First Year.	Potatoes, Turnips, Mangel-Wurzel, Carrots, &c.	Flax.	Oats.	Grass for Soiling, and Hay.	Barley, Oats, or Wheat, with Grass and Clover Seeds.
Second Year.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Potatoes, Turnips, Mangel-Wurzel, Carrots, &c.	Flax.	Oats.	Grass for Soiling, and Hay.
Third Year.	Grass for Soiling, and Hay.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Potatoes, Turnips, Mangel-Wurzel, Carrots, &c.	Flax.	Oats.
Fourth Year.	Oats.	Grass for Soiling, and Hay.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Potatoes, Turnips, Mangel-Wurzel, Carrots, &c.	Flax.
Fifth Year.	Flax.	Oats.	Grass for Soiling, and Hay.	Barley, Oats, or Wheat, with Grass and Clover Seeds.	Potatoes, or Wheat, with Turnips, Mangel-Wurzel, Carrots, &c.

The above rotation might be pursued advantageously; but by comparing it with the eight crop at first given, with respect to its probable exhausting effects upon the land, it will be found to be much severer than the latter.

I shall now notice one or two very disastrous circumstances, which occurred in this year, and which exercised a most injurious influence over the result of the year's transactions.

The first of these was the loss of a young horse, of four years' old, from lock-jaw, or *tetanus*. The cause which induced the attack of this formidable disease was never clearly ascertained. It might have been produced by the prick of a nail in the act of shoeing, or by some unfortunate mischance, when in draught, which injured the spine. At all events he died, by which a loss was incurred of at least £25.

The second unfortunate occurrence was a loss of twelve head of black cattle—worth about £130—from an attack of pleura-pneumonia. This fell disease made its appearance in the month of August, and continued its work of destruction up to the first week in October, during which period it confined its agency to one shed, from which it took five victims. It then apparently ceased in its baneful action for a time, and strong hopes were entertained that it would totally disappear. It returned, however on the 21st of October, with renewed virulence, in a second shed, and traversed it completely—carrying off seven additional animals, up to the 15th of November. After this date it disappeared, without attacking, as was expected, the cows kept in a third shed.

* The loss sustained by the death of the cattle was great, but it was very much increased, indeed, by the further loss of the milk of the entire cows for a period of five months.

On the first appearance of the disease, you were kind enough to favour me with the following prescription and directions, which were sedulously attended to; and with, on the whole, very favorable results, viz. :—

On the appearance of an attack, to bleed the animal copiously—until, in fact, indications of faintness would be perceptible. After bleeding to administer a saline purge. When the bowels would be freely opened, to give two doses in the day of the undermentioned medicine—three, if a severe case—viz. :—

1½ drachm	Emetic Tartar,	} For a full grown animal.
1 do.	Fox-glove Powder,	
3 do.	Nitre,	
2 do.	Dover's Powder,	

The whole mixed well together, for one dose.

The regimen was to consist of thin linseed meal or oatmeal gruel—according to the state of the bowels. If inclining to costiveness, the former—if to the contrary, the latter.

Should the means thus prescribed fail in quickly subduing the inflammatory action, to then have recourse to counter-irritation on the sides, by means of blistering, &c. In every case the blistering process had to be resorted to.

On the recurrence of the disease, in the latter part of October—after a cessation of about three weeks—it appeared to have assumed a more virulent form than it had previously shown; and it was therefore considered necessary, by you and others, to engage the services of a Veterinary Surgeon. This was done. Mr. Farrall, of Wicklow-street, Dublin, was employed. This gentleman treated the disease very successfully indeed, and discharged his duties most attentively. At his commencement, there were four cases on hands, all of which had advanced to that stage of the malady in which medicine can have very little effect: three of these died. Subsequently there were eighteen cases, out of which sixteen were saved. The entire number of cases was thirty-one, and deaths twelve.

Mr. Farrall has kindly furnished me with the particulars of his mode of treatment of the disease, with liberty to insert it in this report; of which favour I gladly avail myself.

“Veterinary Infirmary, 42, Wicklow-street,
April, 1851.

“DEAR SIR—In compliance with your request, I beg to send you a short account of the remedies I adopted in treating the cattle, at the Model Farm, for Pleuro-Pneumonia; and also a few remarks on the leading character of the disease itself.

“I am, dear sir, yours, &c. &c.,

“JAMES FARRALL, V. S.

“To Mr. Donaghy, Model Farm, Glasnevin.”

“The cattle that I saw in the first stage of the disease (known by the following symptoms—a dry, husky cough, accelerated pulse, diminished appetite, decrease in quantity of milk, hot and dry mouth, eyes weak, and a profuse trickling of clear water from them, a general dull and heavy appearance, &c.) I immediately bled to about the quantity of four or five quarts, and administered to them a saline purgative, combined with some vegetable stimulant, such as ginger, &c., say in the following portions—salts 1 lb., ginger 2 oz. I then lost no time in producing the strongest counter-irritation on the sides; and in no way can this be so well effected as by setons. One or two, of about fourteen inches in length, may be put in either side; the skin should be divided from the muscle covering the ribs as much as possible, so as to create the irritation over a sufficiently extended surface. The setons were dressed occasionally with liquid blister.

“It may be as well to give my reasons for adopting those measures, as I am aware there is a great difference of opinion existing on the subject of

Pleuro-Pneumonia, and its treatment. I regard this stage of the disease as one purely inflammatory; every symptom confirms this belief—therefore did I bleed and give purgatives. It may be asked why I put the animal to the torture of setons, at a time when the system was in a highly inflammatory state—thereby increasing that which it was most desirable should be lessened. My answer is, that, in this particular disease, effusion of serum into the cavity of the chest follows the first symptoms so rapidly, that no time should be lost in arresting it as much as possible; and I have invariably found that when I had succeeded in establishing strong counter-irritation, in the first instance, the chances of cure were much greater than when I deferred so doing to a later period.

“As soon as the purgative medicine had ceased to act, I recommended giving sulphuric acid, in doses varying from 4 to 8 fluid drachms, three times a day, each dose being diluted with three pints of cold water, and given as a drench. From four to five days will be quite long enough to continue its use.

“In every case, save two, symptoms of improvement were apparent about the third day. Those became so bad, on the fourth or fifth day, that my hope of their recovery was nearly at an end; and, as a last resource, I had them turned into the open field, and left out day and night, trusting that the sedative effect of the cold air, and the slight exercise they took, would produce a reaction in the system. The result proved that I was correct in my anticipations, for signs of improvement became visible on the second day, when I again commenced using the acid as before, continuing it for three days, by which time they were so much better that I considered further medical treatment unnecessary.

“If an animal be affected with the second stage of the disease, the inflammatory action has subsided, and effusion of fluid into the chest is going on rapidly; the structure of the lung itself has also become changed, and is in that state known by the term Hepatization. It would then be highly improper to bleed, or even administer any medicine of a purgative nature; the acids should be given at once, and the setons applied in the way I have before directed.

“Care should be taken to avoid giving such food as will irritate the throat, and cause coughing; the diet had better be restricted to green meat and mashes.

“I may here remark, that the four first cases I was called on to attend, at the Model Farm, were in the second stage of the disease when I saw them. I was not then aware of the remedy which I have since used with so much success. However, I had their sides strongly stimulated, and gave calomel, opium, digitalis, tartar emetic, &c., but without the slightest effect; three of them died: the fourth recovered under the use of the acid, after I had in vain treated it with the other remedies for several days. I have also tried arsenic, in a number of cases; and can safely assert that, however fortunate others may have been, I have never seen the slightest good result from its use, where a case of Pleuro-Pneumonia really existed.

“In conclusion, I have only to observe, that the remedies which I here suggest the use of, are such as I have proved in practice to be most effectual when applied in time; and if all the cattle that I am called on to attend, suffering under this disease, were lodged in as well ventilated byres, and their general comforts attended to, as they are at the Model Farm, I have no doubt that I should be successful in almost every instance.”

Previous to the employment of Mr. Farrall, I gave as fair a trial as I possibly could to the *arsenic* treatment, on two animals; but without the slightest good effect. Both died.

The only other circumstance in the list of disasters, to which it is necessary to refer, as occurring in this year, was the loss of a few pigs, from apoplexy. Whether or not this disease was occasioned by a change of food—from steamed mangel-wurzel, mixed in a mash with bran, to distillers' grains,

when the former had been all used—I am not able to say confidently; but at the time the event happened I could account for it in no other way.

From these unfortunate occurrences, you will readily perceive that the transactions of this year cannot possibly be productive of a favorable result; they were such, however, that no efforts of mine could counteract them; as confirmatory of which, I beg to direct your particular attention to the following remarks of Messrs. Ronaldson and Campbell, the gentlemen who valued the stock, crop, &c., in November last:—

“Along with the foregoing valuation, some remarks seem called for in the way of comment and elucidation; otherwise erroneous impressions may be formed from the result shown by the yearly balance sheet. According to the amount of profit realized is the success of a business computed; and as a general rule the same test is to be applied in judging of farming operations. But there are cases where this principle is inapplicable, or at all events is to be held in abeyance; and this year, in consequence of particular circumstances, to which it is necessary to advert, the result of the transactions, as indicated by the balancing of the accounts, affords no fair criterion whereby to judge of the efficiency or inefficiency of the management pursued at the Model Farm. In this point of view, indeed, the present valuation is of little use; the only advantage derived from it being that it will serve as a kind of basis by which the future progress and improvement made on the farm can be judged. In the report appended to the valuation last year, reference was made to the unfavorable circumstances under which the operations on the new farm were commenced. The disadvantages alluded to exist still, though in a less degree; for any one at all conversant with the management of land is aware that it cannot be put into good order or brought into a regular rotation all at once; the whole farm, generally speaking, having to undergo a course of green cropping, before it can be made productive. Matters are much improved since last year; the green crops especially, which may be considered as the foundation of a profitable rotation, evincing superior management and careful cultivation. Still, until the whole of the land has undergone a like treatment, and the wet portions have been drained, the full effects of the improved management will not appear from the money returns.

“Another drawback, interfering with the full development of the resources of the farm, exists in the want of proper farm buildings, the present offices being insufficient for the size of the farm, as well as very inconveniently situated. Twelve months ago a more convenient site was laid out, and some initiatory steps taken for the erection of a more suitable farmstead, and I fully expected, when called on to make the present valuation, to have seen considerable progress made in the building; but, much to my disappointment, my anticipations in this respect were not realized, nothing further having been done. It is to be presumed that cogent reasons exist for this state of things; but this is not my present business to inquire into—my only object, in alluding to the matter, being to call attention to the loss and disadvantages resulting from the cause mentioned, and by which the profitable working of the farm is materially affected. I may further remark, that the situation of the proposed new buildings is not only more central, but is on higher ground, and on that account likely to prove more healthy than the present offices; which consideration, when taken in connexion with what occurred last season amongst the cattle, adds to the reasons already adduced that, when the thing is to be done, the sooner it is set about the better.

“Whatever share the unhealthiness of the present buildings may have had in the breaking out among the cattle on the farm of that fatal distemper known by the name of Pleuro-Pneumonia, it is certain that the disease, in a very virulent shape, did make its appearance, with very fatal consequences to a number of the cows, and with most injurious effects on the greater part of the remainder. This unfortunate circumstance will, of course, affect most seriously the accounts of the last year; but, being altogether beyond the control of man,

it would clearly be assuming a false position to test the management of the farm by the profits realized. The loss sustained was not confined to the animals that died, heavy as that was; but the value of those that got over the attack was greatly reduced; and, what was perhaps still worse, the milk of the cows labouring under the disease could not be used; so that a very considerable source of income derived from the farm, where so much depended on dairy produce, was taken away. I do not know what the result of the balance-sheet may be; but, from the various causes above enumerated, a very favorable one cannot be expected. Still it is evident that, on that account, no disparagement can be thrown on the skill or efficiency of the manager.

"Having now given the explanations necessary for arriving at a proper understanding of the real position of matters, the agreeable duty only further devolves on me again to record the gratification I received from witnessing the manner in which the various farming operations continued to be conducted; and, as falling more closely under my observation, I can evidence as a proof of the good management, the fine crops of turnips, and other green crops; and the regularity, equal distribution, and vigorous growth of the young grasses. The grain being all stacked, the same opportunity was not afforded of judging of the cultivation bestowed on the corn crops; but the stubble land—on what, at least, constituted the old farm—in its cleanness and freedom from roots of weeds, reflected great credit on the management.

"THOS. S. RONALDSON.

"*Templemore, 1st January, 1851.*"

"Not having had the pleasure of being Mr. Ronaldson's colleague on any former inspection and valuation of the Glasnevin Model Farm, I cannot, of course, judge of the amount of progress made, from any other source than the general appearance of the farm, and the manner in which it seems to be managed. In both respects I am happy to be able to record my unqualified approbation; and to say that I entirely concur in the foregoing remarks of Mr. Ronaldson, to which I feel it quite unnecessary to add a word.

"JOHN CAMPBELL.

"*Templemoyle, 8th January, 1851.*"

In conclusion, I would say, that I feel myself called upon to record my sense of the zeal, efficiency, and trustworthiness with which the steward, Mr. M'Mahon, has discharged the duties of his important situation.

I am, Sir, your obedient servant,

JOHN DONAGHY.

Thomas Kirkpatrick, Esq., M.D.
*Agricultural Inspector to the Commissioners
of National Education.*

Names of AGRICULTURAL PUPILS and TEACHERS who left the GLASNEVIN MODEL FARM Establishment, between 1st April, 1850, and 31st March, 1851—inclusive.

No.	Names of Pupils and Teachers.	County to which Pupils and Teachers belong.	Patrons' Names.	County in which Pupils Reside.	Date of Entrance of Pupils and Teachers.	Date of Leaving of Pupils and Teachers.	Destination on Leaving.	Present Occupation.
1	Wm. McSherry.	Leitrim.	Francis La Touche, Esq.	Leitrim.	31st Jan. 1850.	1st April, 1850.	Dismissed.	Not known.
2	Patrick O'Connor.	Dublin.	Countess De Salis.	Dublin City.	1st March, 1850.	1st April, 1850.	Left of his own accord.	Not known.
3	Thomas Byrne.	Louth.	Sir F. Foster.	Louth.	1st March, 1850.	15th April, 1850.	Left of his own accord.	On his father's farm.
4	Patrick M'Sally.	Cork.	Mr. H. E. Kelly.	Monaghan.	21st July, 1849.	23rd April, 1850.	Called upon to leave.	Teaching school.
5	William Mahony.	Cork.	William Beecher, Esq.	Cork.	18th April, 1848.	24th April, 1850.	Agricultural teacher at Ballinrobe.	Agricultural teacher at Ballinrobe Union W.
6	Patrick Dermody.	Galway.	Late Lord Walscourt.	Galway.	6th Feb. 1849.	24th May, 1850.	Left with the intention of going to America.	Not known.
7	John Kennedy.	Galway.	Rev. Dr. Smyth, Esq. College.	Galway.	22nd Aug. 1849.	2nd June, 1850.	Agricultural teacher near Lisamore.	Teaching in Agricultural National School.
8	James Walsh.	Waterford.	F. E. Curry, Esq. Lisamore.	Waterford.	10th June, 1849.	5th July, 1850.	Tide waiter.	Tide waiter.
9	Eugene McAniff.	Cork.	Jacob Owen, Esq.	Dublin.	24th July, 1848.	24th July, 1850.	Land steward to Lord Chief Justice Monahan.	Not known.
10	John Kelly, Jun.	Tyrone.	T. Kennedy, Esq.	Monaghan.	1st March, 1850.	29th July, 1850.	In-door literary teacher at the Glancvin Model Farm Establishment.	Literary teacher.
11	William Boyle.	Dougal.	Rev. W. Browne.	Dougal.	19th Oct. 1848.	29th Aug. 1850.	Dismissed.	Not known.
12	Thomas Baldwin.	Waterford.	Rev. Eugene Condon.	Waterford.	8th May, 1850.	1st Oct. 1850.	Dismissed.	Not known.
13	James Brady.	Cavan.	W. J. Good, Esq.	Dublin.	8th April, 1850.	3rd Nov. 1850.	Dismissed.	Not known.
14	Edward M'Clube.	Galway.	Lord Avonmore.	Tipperary.	1st Nov. 1850.	6th Nov. 1850.	Dismissed.	Agricultural teacher.
15	William M'Cliffe.	Galway.	E. Bernard, Esq.	Tipperary.	1st Nov. 1850.	6th Nov. 1850.	Dismissed.	Not known.
16	William M'Garr.	Tipperary.		Tipperary.	18th June, 1850.	18th Nov. 1850.	Went to Australia as Schoolmaster on board a convict ship.	Agricultural teacher.
17	John Foley.	Dublin.	T. Kennedy, Esq.	Monaghan.	11th Oct. 1850.	23rd Nov. 1850.	Agricultural teacher of a school on the Marquis of Bath's estate.	Not known.
18	Robert Cunningham.	Antrim.	Rev. C. Ward.	Antrim.	2nd Feb. 1850.	6th Dec. 1850.	Teacher of an agricultural school at Pettowen, county Kilkenny.	Agricultural teacher.
19	Bernard Smith.	Cavan.	Rev. H. M. Winder.	Cavan.	20th Jan. 1849.	13th Dec. 1850.	School teacher of Enaghy National School, county Cork.	Agricultural teacher.
20	Thomas Johnston.	Tyrone.	Mr. T. Johnston.	Roscommon.	1st May, 1850.	21st Dec. 1850.	Removed for ill health.	Not known.
21	Francis Healy.	Roscommon.	E. Temison, Esq. M.P.	Kilkenny.	2nd Jan. 1849.	20th Jan. 1851.	Dismissed.	Agricultural teacher.
22	Thomas Dwyer.	Antrim.		Antrim.	3rd April, 1849.	24th Jan. 1851.	Dismissed.	Not known.
23	Francis Dwyer.	Kilkenny.		Kilkenny.	18th Feb. 1849.	25th Jan. 1851.	Dismissed.	Not known.
24	James Kelly.	Clare.	Robert Studdert, Esq.	Clare.	26th Feb. 1850.	27th Feb. 1851.	Dismissed.	Agricultural teacher.
25	James Kelly.	Galway.	Robert Bodkin, Esq.	Galway.	10th Nov. 1849.	31st Mar. 1851.	Received a hurt accidentally and was obliged to leave in consequence.	Not known.
26	James Kelly.	Galway.	Rev. S. G. Cotton.	Kildare.	31st July, 1850.	31st Mar. 1851.	Left on account of ill health.	Not known.

STATISTICS OF CROPPING IN 1850, ON GLASNEVIN MODEL FARM.

TABLE I.

THREE CROP COURSE.									
No. of Plot.	Content, Statute Measure.		Name of Crop.	When Sowed or Planted.	Quantity of Seed per Statute Acre.	Time of Saving.	Produce per Statute Acre.		
							Sound.	Unsound.	Total.
1	A. 0	P. 1 18	Potatoes—Kemps,	10th February.	18 cwt.	Dug in July,	ton. cwt. qr. lb. 5 11 1 20	ton. cwt. qr. lb. 1 17 0 16	ton. cwt. qr. lb. 7 8 2 8
2	0	1 20	Wheat—Spalding's prolific	Spring—dibbl. d.	2st. 8lb.	Cut 18th September,	—	—	bls. st. lb. 6 11 0
3	0	1 22	Lucerne—failed,	—	—	—	—	—	—
—	—	—	Rape succeeded—Ditto,	20th July.—broadcast,	4lb.	Commenced to cut for cattle in March, 1851	12 7 0 0	—	ton. cwt. qr. lb. 12 7 0 0

TABLE II.

FOUR CROP COURSE.								
No. of Field.	Content, Statute Measure.	Name of Crop.	When Sowed or Planted.	Quantity of Seed per Statute Acre.	Time of Saving.	Produce per Statute Acre.		
						Sound.	Unsound.	Total.
1	A. B. P. 4 1 10	{ Wheat, with Italian Rye Grass and Red Clover, Winter or Russian Beans,	6th Dec. '49—Grass and Clover Seeds on 12th April, 1850, 18th November, 1849,	Wheat, 7½ct.; Italian Rye Grass, 3 bush; } Red Clover, 9lb. 2 bushels,	Cut on 26th & 29th August. Cut on 26th August.	— —	— —	6 bla.—average 32 bushels as per valuation,* Not yet dressed.†
2	(1 1 16	Flax,	18th April, 1850, First week in April, Ditto 1st June, 1850,	2½ bushels, 6 pounds, 6 pounds, 3½ pounds,	Pulled 9th August, Raised 14th Nov. Ditto. Lifted on 13th Nov.	ton. cwt. qr. lb. 17 13 2 8 9 8 2 8 29 16 0 8	— — — —	— — — —
3	4 1 15 4 9 20 0 38	Russian Dun Oats, Grass and Clover,	18th November, 1849, April, 1849,	8½ stone, { 2 busha Grass Seeds and 8½lb. Clover,	Cut 9th & 16th Aug. Cut for Hay 22nd June, 1850,	— —	— —	ba. qt. 14 11 ton. cwt. qr. lb. 7 14 1 9 Green. { About 4 tons dry

* Produce of Beans, 40 bushels per Statute Acre.

† Produce of Flax-seed per Statute Acre, 13½ bushels.

TABLE III.

FIVE COURSE ROTATION.

Content, Statute Measure.	Name of Crop, &c.	Time of Sowing or Planting.	Quantity of Seed Sown per Statute Acre.	Time of Saving.	Produce per Statute Acre.		
					Sowd.	Unsound.	Total.
A. R. P. 4 1 39	{ White Wheat, with Clover and Grass Seeds, . }	{ Dec. 4, 1849—Grass and Clover Seeds on 18th Apr., 1850, }	{ 7½ stones per Sta- tute Acre, . }	{ Cut on the 20th Aug. }	—	—	{ 8 barrels—aver- age. }
2 0 0	Winter Vetches—Stolen Crop.	October 13th, 1849, {	2½ bushels, mixed with ¼ of Rye, Planted in drills 2½ feet asunder and 1½ feet from plant to plant, . }	{ Cut gradually for green feeding, }	—	—	{ ton. cwt. qr. lb. 10 18 1 3 (in flower). }
0 2 0	Rape Plants, "	October 22nd, 1849, {	1½ feet from plant to plant, . }	April, 1850, . }	—	—	A bad return.
0 2 16	{ Turnips—Purple-topped Aberdeen, }	{ After Stolen Crop of Vetches and Rape, 6th July, }	{ 3 pounds, . }	{ Latter part of Octo- ber, and beginning of November, }	—	—	{ ton. cwt. qr. lb. 20 0 0 0 }
0 3 18	Turnips—Red Norfolk,	{ After Stolen Crop of Vetches and Rape, 10th July, }	{ 3 pounds, . }	{ Used in November and December, }	—	—	{ 14 2 8 5 }
0 1 82	Turnips—Yellow Bullock,	{ After Stolen Crop of Vetches and Rape, 10th July, }	{ 3 pounds, . }	{ Used in November and December, }	—	—	{ 17 18 2 0 }
0 3 18	Turnips—White Globe,	{ After Stolen Crop of Vetches and Rape, 10th July, }	{ 3 pounds, . }	{ Used in November and December, }	—	—	{ 15 11 3 0 }
1 3 33 0 0 13	Potatoes—Prince Regents, Potatoes—Kemps, . }	{ 21st, 22nd & 23rd Mar. Ditto. . }	{ 13 cwt. 13 cwt. }	{ October, . October, . }	{ ton. cwt. qr. lb. 6 10 0 0 6 11 1 20 }	{ ton. cwt. qr. lb. 1 12 8 12 1 17 0 10 }	{ 7 2 8 12+ 7 6 2 8 }

0	0	21	Potatoes—American Dons,	.	.	13 cwt.	October,	2	17	0	16	2	5	2	24	6	2	3	12
0	0	88	Potatoes—Talavera Blues,	.	.	13 cwt.	October,	1	17	0	16	5	5	2	24	5	5	2	24
10	3	4	Potatoes—Cups,	.	.	13 cwt.	October,	0	17	0	16	4	17	0	16	11½	berls. (per valuation).		
3	4	3	Oats—early Siberian,	.	.	8½ stone,	Cut on 9th, 12th and 18th August,	—	—	—	—	—	—	—	—	—	—	—	
4	4	3	Grass, 2nd year,	.	.	—	Part cut green for cattle, and part cut for hay—two cuttings,	—	—	—	—	—	—	—	—	—	—	—	
5	4	3	Grass, 1st year,	.	.	—	Cut gradually for cattle—three cuttings,	—	—	—	—	—	—	—	—	—	—	—	

* Per centage of Sound and Unsound Potatoes, viz. :—

	Sound.	Unsound.
Prince Regents,	77 per cent.	23 per cent.
Kemps,	76 do.	23 do.
American Dons,	55½ do.	44½ do.
Talavera Blues,	65 do.	35 do.
Cups,	82½ do.	17½ do.

TABLE IV.

INTENDED SIX CROP COURSE.—NEW FARM.									
No. of Field.	Content, Statute Measure.	Name of Crop, &c.	Time of Sowing or Planting.	Quantity of Seed per Statute Acre.	Time of Saving.	Produce per Statute Acre.			11½ barrels, per valuation.
						Sound.	Unsound.	Total.	
1	A. R. P. 6 3 13	Oats—Early Sandy,	{ 12th and 18th March —drilled with machine, 20th April—Broadcast	3½ stones,	{ Cut from 16th to 23rd August, Ditto	—	—	—	11½ barrels, per valuation.
-	2 0 5	Ditto.	{ Ditto.	5½ stones,	{ Intended for hay or Selling in 1851,	—	—	—	11½ barrels, per valuation.
2	0 2 35	{ Above sown with Grass and Clover Seeds—Italian Rye Grass, and English and American Red Clover seed,	{ Ditto.	3 bushels grass-seed, and 9lb clover-seed	{ November, Used in October,	ton. cwt. qr. lb. 20 12 2 0	ton. cwt. qr. lb. — — —	ton. cwt. qr. lb. 20 12 2 0	—
-	0 1 35	{ White Belgian Carrot, (Purple Topped Aberdeen— (Orange Carrot failed on this plot), Swedes—Dunmurray Nonpareil,	{ 3rd May, Aberdeens sowed on 6th June,	6 pounds, 3 pounds,	{ Lifted in December, Beginning of Jan. '51 Ditto.	21 0 0 0	—	21 0 0 0	—
-	1 2 0	{ Swedes—Skirling's Improved, " East Lothian,	{ From 15th to 22d May, Ditto. Ditto.	3½ pounds, Ditto. Ditto.	{ Used in August, as they showed indications of rotting, Beginning of January,	22 6 0 0 38 17 2 23 29 7 0 0	8 0 0 0 5 0 0 0 6 0 0 0	30 6 0 0* 38 17 2 22 35 7 0 0	—
-	2 0 12	{ Globe—Skirling's Improved, " East Lothian,	{ Ditto.	Ditto.	{ Ditto.	20 0 0 0	—	20 0 0 0	—
-	0 3 11	{ Globe—Skirling's Improved, " East Lothian,	{ Ditto.	Ditto.	{ Ditto.	20 0 0 0	—	20 0 0 0	—
-	0 1 24	{ Swede—Laing's,	{ Ditto.	Ditto.	{ Beginning of January,	26 7 0 0	9 0 0 0	35 7 0 0	—

BALANCE SHEET OF THE GLASNEVIN MODEL FARM FOR THE YEAR COMMENCING 1st NOVEMBER, 1848,
AND ENDING 31st OCTOBER, 1849.

Dr.	Farm.	Contra.	Cr.
	£ s. d.		£ s. d.
To amount of Valuation of 1st November, 1848,	881 0 10	By amount of Valuation of 1st November, 1849, in-	1,920 14 7
" " Rent of 127A. Oz. 20p. statute measure	671 8 6	cluding Live Stock, Implements, Crops, &c.	
" " Miscellaneous Expenses, including Toll, County Cess, Poor Rates, Repairs, Hay purchased, Wages, Guano, Bran purchased, &c.	210 3 1	By amount of Dairy Produce,	384 9 4
" " Seeds purchased for 1849,	46 18 10	" " Sale of Horses,	27 4 0
" " Horses purchased	118 0 6	" " Sale of Pigs,	36 10 9
" " Pigs purchased	10 17 0	" " Sale of Wheat,	22 6 6
" " Horses' Feeding (farm produce),	75 7 1	" " Sale of Oats,	109 18 9
" " Implements bought from 1st November, 1848, to 1st November, 1849,	145 12 8	" " Sale of Potatoes,	19 16 2
" " Cows purchased,	194 2 6	" " Sale of Garden Produce,	10 5 8
" " Salaries on account of Farming De- partment,	59 11 8	" " Sale of Fat Cows,	68 10 0
Profit,	36 4 4	" " Sale of Carrots,	6 1 0
		" " Hay to Commissioners for feeding horses,	29 17 6
		" " Outstanding Debts,	10 15 1
		" " Additional permanent Improvements,	18 14 8
	2,349 2 0		2,349 2 0

314 *Appendix to Seventeenth Report of Commissioners [1850.*

SUMMARY of Attendance at GLASNEVIN MODEL FARM ESTABLISHMENT, for the year commencing 1st April, 1850, and ending 31st March, 1851.

	Agricultural Pupils.	Agricultural Teachers.	Total.
At the Establishment on 1st April, 1850, .	31	4	35
Admitted from 1st April, 1850, to 31st March, 1851, inclusively, .	34	5	
Left from 1st April, 1850, to 31st March, 1851, inclusively, .	65	9	
	20	6	48
At the Establishment on 1st April, 1851, .	45	3	

APPENDIX 7.

*Dangan Auxiliary Workhouse,
Galway, 21st February, 1851.*

SIR,—In conformity with your directions, I beg to lay before you a Report of our operations at Dangan for the past year. We have in this Auxiliary 1,000 inmates aged from five to fifteen years, who are all usefully employed in mental and industrial training. Upwards of 750 attend the Schools daily from eleven o'clock to two, where under three efficient masters they are instructed in Reading, Writing, Arithmetic, Grammar, and Geography, and it is gratifying to witness the striking contrast that exists between their present improvement, and the deplorable state of ignorance in which they were sunk at the period of admission.

You are aware that I took office here on the 22nd March, 1850, and had many obstacles and impediments to surmount, such as performing Autumn work in Spring; no manure on the lands until I had it drawn a mile distant at an expense to the Union of £35, &c. &c., but eventually I succeeded in overcoming these and bringing the farm to its present gratifying position. My first object, was to infuse a taste for active employment among the pauper adults, which I am proud to say, is now successfully accomplished,—theory has given way to toil and industry, and their cheering influence is distinctly visible in the contented tone of feeling and ruddy health that pervade the establishment.

Our farm consists of 25 statute acres of which 17a. 1r. 19p. were laid in cultivation last year; of this 7a. 3r. 0p. were previously tilled, and I have succeeded in bringing an old lea field of 8a. 2r. 27p. which lay under hay for the last half century to the highest state of agricultural improvement. The following are the divisions I adopted, with the scale of produce resulting therefrom; exclusive of 3r. 22p. under a garden :—

Acres.	Description.	Statute Acreable Produce.		Average per Perch.
		Main Crop.	Stolen Crop.	
4	Swedish Turnips, . . .	tons cwt. 35 0	tons cwt. —	cwt. qrs. lbs. 4 1 14
1	Do. after Potatoes, . . .	—	15 0	1 3 14
1	Aberdeens, do. . . .	30 0	—	3 3 0
1½	Stone do. after Hay, . . .	—	25 0	3 0 14
1	Do. after Potatoes, . . .	—	20 0	2 2 0
1½	Parsnips,	30 0	—	3 3 0
1	Carrots,	25 0	—	3 0 14
2	Mangel Wurzel,	30 0	—	3 3 0
2	Onions,	20 0	—	2 2 0
3	Potatoes,	Nearly lost by blight.		
	The remainder planted with Cabbages, &c.			

The foregoing return I have taken at the lowest average; and the different specimens produced were of so superior a quality as to call forth the repeated plaudits of our numerous visitors, and to obtain, as you are aware, first and second class prizes, at the last Annual Exhibition of the Royal Agricultural Society. Of the above, over £200 worth has been disposed of, and upwards of £100 worth remains on hands to be appropriated to the purposes of the Union, which has been exclusively produced by spade labour. There are 100 boys of fifteen years of age daily occupied on the farm, assisted by 100 more, who are occasionally employed in the general business of the establishment, viz., road making, cooking, &c., and from the practical and scientific information thus acquired, and the strict attention paid to their intellectual and moral training, I may confidently hope they will ultimately become a boon and blessing to Society.

We have at present rye, vetches, black barley, winter-don oats and wheat, strong in braird, all dibbled by the hand, promising a luxuriant return, being the third crop over ground on the same field in one season, and thus the boys are acquainted with the system of grain as well as green cropping on a small scale.

We grew three statute acres of Flax at the parent house which proved a first-rate crop, a portion of which has been rippled, and steeped here by the ordinary process, which is now fit for the hackle; the remainder is stored to undergo the same process this season. Twenty boys were employed at the different operations, breaking, scutching, &c., and it is now about to be handed over to the parent house to be spun and manufactured for domestic consumption. The success of this crop, and the recent incorporation of the Galway Union with the Belfast Society, have given me so much encouragement, that I purpose growing as extensively this season as our limited space will allow.

There are twenty tailors, eight shoemakers, eight carpenters, and two glaziers, all of whom have been trained in the establishment by pauper inmates, and are daily occupied in the different requirements of the house.

I was hitherto precluded from imparting information to the boys on cattle feeding, &c., from the want of sheds, but this inconvenience is about to be obviated; the Poor Law Commissioners having consented to give a grant for erecting sheds, piggeries, &c., which will enable us considerably to extend our operations. I would here beg to remark that my exertions to extend our pupils have been much circumscribed from the want of a more extensive tract.

of land to give ample scope to the increasing amount of strength and labour at disposal, which would considerably assist in rendering the house less expensive on the rate-payers, by promoting reproductive operations on an extensive scale.

I feel much pleasure in recording the development of much natural genius in many of the agricultural pupils, which is observable from the unwearied assiduity with which they devote themselves to their several avocations. Of the few who have yet left the establishment, all have been found to give entire satisfaction, but the dearth of employment from the general depression of the country, prevents the possibility of my sending out many fully competent to realize the results of the benefits they have here acquired.

On the whole, the general aspect of the Dangan Auxiliary affords much encouragement, and is likely to produce corresponding results in the surrounding localities, from the numerous visits of parties interested in the rotation of crops, and of intelligent farmers who come to witness the success of our operations. I am fully borne out in these remarks by the flattering tokens of approval inserted on the Minutes by strangers of high experience in workhouse concerns, one of whom, Mr. W. H. Porter, Dublin, on his visit, 8th October, 1850, writes, "I have visited many workhouses—this is the first bright spot I have seen in the system:" and this success, which I fondly hope will have an abiding influence in the locality, is mainly attributable to the untiring and effectual zeal of our Guardians, and the equally praiseworthy application of our youthful paupers.

I have the honor to be, sir,
Your obedient humble servant,
MICHAEL MEARA,
Agricultural Superintendent.

To Dr. Kirkpatrick, &c. &c.

APPENDIX 8.—RED-HALL, CARRICKFERGUS.

24th February, 1851.

MY DEAR SIR,—In all the Unions of my district there is a larger or smaller quantity of land attached to the workhouses, and I can, if you desire it, send you the exact quantity appropriated to agriculture. This averages about eight statute acres. It is usually in a high state of cultivation, and, besides supplying the inmates with vegetables, there is a considerable quantity sold. But, as there are no able-bodied males in the houses, and as agricultural employment is not suited for the class of females usually found in workhouses, and whose time, moreover, is fully occupied by household pursuits, we have arrived at the maximum quantity of land we can till. In fact, the cultivation may be said to be almost altogether carried on by the boys; but, as there is a steady demand for boys so soon as they are strong enough for work (say at twelve years old), and as, after all, a respectable place in a farmer's service is both better for the boys as well as for the rate-payers, than remaining an inmate of the workhouse, we cannot farm largely. Our general plan is, to give three hours in the Workhouse School, to literary pursuits, and to employ all the rest of the boys' time at the farm. On this plan the schools have improved in health; and the fact of an early training to habits of labour contributes to the demand for their services from the rate-payers. Not one boy in five comes back to the workhouse at the end of his engagement; whilst the demand for children of both sexes is far greater than the supply,

the wages given being fully equal to those given to labourer's children in the district.

I am yours sincerely,

E. SENIOR.

Thomas Kirkpatrick, Esq., M. D.

APPENDIX 9.—GLASNEVIN INDUSTRIAL SCHOOL.

18th March, 1851.

SIR,—In compliance with your instructions I here submit to you the following short outline relative to the recent arrangement for the future management of the industrial department of the Glasnevin National School.

In order to adopt the "Allotment System" on a limited scale as an experiment, the old arrangement, as alluded to in the Thirteenth and Fourteenth Reports of the Commissioners, was discontinued in December, 1850, and the whole department, according to your suggestion, placed under my immediate control and superintendence.

For this purpose a division of the gardens has taken place. The lower portion of the new garden, in immediate connexion with the Training Establishment, has been allocated to the gardener, Mr. Campbell, the agricultural teacher from the farm, and the literary teachers in training. It consists of six plots, and contains about two and a-half roods, statute measure.

The old, or school garden, and the upper portion of the new, were reserved as the most suitable for the industrial department. The upper portion of the new garden demands particular notice, as being the site of the allotments or small gardens. It consists of 7 plots, six of which have been converted into the allotments, and the seventh into a nursery for the other six. As the plots of this portion of the garden were of very unequal areas, you suggested that I should endeavour to render them as nearly equal as possible, by merely changing the direction of the centre walk, without, at the same time, interfering with the cross ones. This I have effected much to my satisfaction, as its present position not only makes the corresponding plots on each side equal, but also of a more regular and manageable form. Two contain 11 perches each; two, 12, and two, 18; the only division which could be effected without changing the position of the cross walks. Each plot has been edged round with box edging, which gives the entire a neat and finished appearance. Six of the most worthy pupils of the industrial class have been selected to cultivate them; they are to hold them rent free, and to pursue on each a regular specified system of cropping, to be described presently. Each pupil is required to keep a regular "Dr." and "Cr." of all the receipts and expenses of the allotment confided to his charge, in order that he may be able to render a satisfactory account to the Commissioners of the balance in his favour at the end of the year. Mondays, Wednesdays, and Fridays are devoted by them to the cultivation of their respective allotments; and on Tuesdays, Thursdays, and Saturdays, they are employed in the old or model garden, receiving practical instructions with the other members of the class, consisting, at present, of 15 pupils, who receive 6d. each per week as a remuneration for their services, and are employed two hours each day, as usual, after the ordinary school business. Operations were commenced by the special pupils, in their respective allotments, on Monday, the 3rd of March, and I am happy to state that the industry evinced on their part have more than realized my

guine expectations, and lead me to hope for very satisfactory and happy results at the end of the year.

The old garden is in immediate connexion with the school, and is cultivated in common by all the pupils of the class, and intended as a "model" for the allotment gardens. It consists of six plots, with the usual borders, and contains about $2\frac{1}{2}$ statute roods, not including the school grounds. The borders are occupied by sea-kale, asparagus, strawberries, and various kinds of medicinal plants and pot-herbs. The two centre plots are devoted to fruit-trees of sorts, and on the other four a regular rotation of cropping, as illustrated in the annexed diagram, is in process of being followed out:—

<p style="text-align: center;">A.</p> <p>Early Potatoes, put down in March or April, between Nonpariel cabbages, planted out 2 feet by $1\frac{1}{2}$ apart the previous September or October, as a stolen crop after beans and peas. The cabbage will be ready for use in May, just as the potatoes appear above ground, and should be taken off, and the potatoes dug between and moulded.</p> <p>The potatoes when removed in the end of June or beginning of July, are to be succeeded immediately by Savoy cabbage, or early brocoli, from plants sown in March or April.</p>	<p style="text-align: center;">B.</p> <p>Beans and peas sown in succession between the alternate rows of Nonpariel cabbage, and some early cauliflower, planted 2 feet by $1\frac{1}{2}$ apart, as a stolen crop after onions, leeks, carrots, parsnips, and early turnips of the previous year. As soon as the peas and beans have fully appeared above ground, they are to be dug between and moulded, and the peas staked. The cabbage and cauliflowers are to be removed previous to these operations, as in the case of the potato.</p> <p>When the peas and beans are removed in September or October, the ground is to be HIGHLY MANURED, deeply dug, and planted out with Nonpariel cabbage, 2 by $1\frac{1}{2}$ feet apart, from plants sown the 1st week of July, to be interlined the ensuing March or April with early potatoes.</p>
<p style="text-align: center;">D.</p> <p>Swedes sown the second week of May.</p>	<p style="text-align: center;">C.</p> <p>Onions, leeks, carrots, parsnips, and early turnips sown in March. When taken off in September or October the ground should be highly manured, deeply dug, and planted with Nonpariel cabbage, the usual distance, from plants sown in the first week of July, to be interlined with beans and peas the ensuing Spring, in alternate rows. A portion of the plot might be reserved for early cauliflower, planted out 2 feet by $1\frac{1}{2}$ apart, in the end of October or November, from plants sown in the 2nd week of August, and to be interlined with the last sowings of beans and peas.</p>

These crops succeed each other, each succeeding year, in the alphabetical order of the letters by which they are designated in the above diagram, to which it is not necessary to add any further explanation, being, in my opinion, sufficiently explicit and comprehensive in itself.

I have to acknowledge the receipt of ten copies of the "Finchley Manual of Gardening," a copy of "The Tenth Report and Transactions of the Royal Society," on the growth of flax, a copy of "Dickson on the Breeding of Live Stock," and a pamphlet written by David Milne, Esq., for which you will be pleased to accept my best thanks.

I have the honor to remain, Sir, your much obliged and very humble servant,

WALTER HAWK.

To Thomas Kirkpatrick, Esq., M.D.,
Agricultural Inspector, &c.,
Education Office, Marlboro-street, Dublin.

GLASNEVIN MODEL FARM SCHOOL.

Glasnevin, April, 1851.

SIR,—In submitting to you my report of the progress that has been made, since the 1st of March last up to the present time, in the Horticultural Department in connexion with the Glasnevin Model Farm, I beg to state, that the kitchen garden has been recently thorough drained, and is now under a regular rotation of crops, consisting of the best varieties of all kinds of culinary vegetables; in conjunction with which we have a portion allotted to the cultivation of small fruits, such as the gooseberry, currant, raspberry, strawberry, &c. We have also lately got a set of hot-bed frames, in which we are growing melons and cucumbers; these are cultivated by the pupils, who work in the garden in rotation, and it affords me much pleasure to say, that their attention and conduct are most satisfactory. I may, also, mention, that we make it a rule, that when any particular kind of work is to be done, all the pupils are to be in attendance, and everyone is allowed to take a part in the operations going on; by this means each becomes thoroughly acquainted with the work. The pupils are brought together for a short time once a week, when I explain to them the work which has been done during the previous week, and point out the operations at which we are to be engaged the next.

In addition to the means thus afforded to the pupils of acquiring practical information, I deliver a course of lectures to them in their class-room, theory and practice being thus made to go hand in hand. So far as our present means are capable, the pupils are becoming well qualified to fill the important situations for which they are intended, namely, gardeners and land stewards, now in so much demand. I would, however, most strongly recommend to the favorable consideration of the Commissioners of National Education, the propriety of enclosing that portion of ground now used for the exercise of the cattle, by a wall, as a fruit-garden, in connexion with which a neat little range of glass could be erected, in which to grow the vine, peach, &c., together with a green-house; and also the

the small garden at the ploughman's house be set apart as a nursery. In order to combine taste with utility I would recommend that the portion of ground now under small fruit be converted into a neat little flower-garden. All this could be done at a trifling expense, by which we would be enabled to qualify the pupils in a proper manner to fill the situations alluded to above, with credit to themselves and to the satisfaction of their employers.

With respect to the garden set apart for the instruction of the masters in literary training at Glasnevin, I beg to say, that it is also under a regular course of cropping. The crops cultivated consist of the more useful kinds of vegetables and fruits; and the work is partly done by the teachers themselves, and partly by the agricultural teachers, who reside at the Model Farm.

The method adopted of imparting instruction to the teachers is similar to that in practise at the Model Farm, viz., by lecture in the morning, in which the theory is fully explained, and by occasionally taking them out to the garden, and reducing the theoretic knowledge thus obtained to practice, the object being to enable them to cultivate a portion of the ground in connexion with their schools as a garden, by which means they will be enabled to teach their pupils habits of industry from their earliest youth, and thus lay the foundation of their becoming useful members of society in after life. And, if I might be allowed to suggest, I would say that the landed proprietors of Ireland could not do a better thing than to grant a small plot of ground rent-free, to such teachers as were found to be well qualified and willing to carry out the object in view; and I have no hesitation in saying, that it will be found that there are many of them in every part of Ireland both able and willing to do so.

I have the honor to be, Sir, your very obedient and humble servant,

A. CAMPBELL.

To Dr. Kirkpatrick, &c., &c.

APPENDIX 10.—DUNMANWAY MODEL FARM.

January 16, 1851.

SIR,—In submitting my second report on the Dunmanway Model Farm, I do so with the gratification of one sensibly impressed with the good this institution has been the means of effecting during the past year. It has not only excited inquiry into the origin of the present imperfect mode of farming in this locality, *which is not an unimportant step towards improvement*, but it has also afforded a successful example of general farm management, which has more or less been adopted in several cases with satisfactory results. The table appended to this report exhibits a list of the various crops grown upon the farm, the quantity of ground under each, and their respective produce. When it is considered how many and unexpected the difficulties and disappointments that were experienced; and which, indeed, are inseparable from first entering upon a farm—the reclamation of waste land, and the removal of the many useless crooked fences, which it is to be regretted are too numerous found upon Irish farms—the produce of the several crops appear fair. The farm

has now been brought under a three and a four course rotation, each rotation having its proper number of fields; and in the suitable divisions winter vetches have been sown, and potatoes and cabbages planted. The grass crop is promising, as is also the vetches. Rape (to the extent of two acres), a stolen crop, taken respectively after flax, potatoes, and stubble, is fair, and will be invaluable for spring feeding. The live stock consists of 4 milch cows, 11 pigs, 1 horse, and some poultry, all in a satisfactory condition. The land intended for green crops in the ensuing season has been ploughed since September last, in order that the soil might be ameliorated, and the weeds, &c., destroyed by exposure to the winter's frost.

The Agricultural Class consists of 30 pupils, varying from 12 to 20 years of age. During the past year they have received two courses of 80 lectures each, with alternate examinations on the cultivation, management, and saving of the different green and grain crops—the saving, management, and application of manures—the origin, nature, and improvement of soils, together with an investigation of the existing modes of farming in the locality, with the application of their suitable remedies. The progress of the pupils has exceeded my most sanguine expectations; and it is not a little gratifying to witness their avidity for the acquisition of a knowledge of the various subjects which have been brought before their attention.

The Agricultural Boarders' Class has given me every satisfaction. The class is now full, and still there are five applicants for admission. One of the boarders having served his apprenticeship has been admitted into the Glasnevin Model Farm—an appointment which, honorable in itself, speaks for his good conduct and proficiency.

The "Free" Agricultural Pupil has been appointed from the Industrial Class—a bonus which is fully appreciated by its members.

The Industrial Class still upholds its character.

The Pupil Teachers' Class, the members of which work for one hour every afternoon is progressing favorably. After the literary labours of the day, their joining with their companions for so short a time in healthful recreation at work on the farm, not only initiates them into the practice of farming, but also refreshes the mind, and gives a zest for the renewal of their studies.

The agricultural pupils have invariably directed the attention of their parents and friends to our systems of culture and management of the different crops, and have prevailed upon them to act in accordance with our suggestions and example. Some have been wholly guided by our movements, others partially so, but all have done a little, and all are determined to do more. Our numerous visitors, particularly from that class most wished for—the small farmers—take a lively interest in the management of the establishment, candidly admitting the backwardness of their position, and generously purposing to strive towards the improvement of their condition the ensuing season. It is not for me to enter into the causes which retard the progress of rural industry. One thing I am convinced of, the majority of small farmers sink too much under their difficulties, and consider improvement on their part as insuperable. Unhappily their want of industrial education deprives them not a little of that hope, which gives the spur to industry and gladdens the prospect of reward. But there are many prominent instances where the lessons of industrial education have been studied, and have stimulated the

humble efforts of the industrious poor, teaching them better modes of farming, and thus disseminating the happiness of prosperity with the blessings of education. I have been frequently called upon for advice in agricultural matters both by poor and rich, and I rejoice to say, as our acquaintance becomes cultivated, our friendship becomes the more appreciated and respected.

Your kindness in getting up the agricultural library will be productive of the intended good; and I have no doubt but the pupils will show themselves worthy of such advantages by an increased store of knowledge, which the consulting of choice agricultural authors is capable of conferring.

The inclosed testimonials from the resident gentlemen cannot be more gratifying to you than they are flattering and encouraging to me. Emanating, as they have, from such respected individuals of different shades of principles, they not only demonstrate the existence of the one common motive which actuates them—the general good—but the approval and support of agricultural education for meliorating the condition of the agricultural poor.

I cannot close these remarks without reverting to the aid and kindness I have ever received from Mr. Kenny, agriculturist of the Glandore Model Farm. His co-operation has been highly advantageous, and the inter-communication maintained between the two farms productive of the best benefits. To J. Hamilton, Esq., also, I am indebted for many acts of kindness; for his willing assistance and advice in forwarding the interests of this institution.

The portion of flax which we cultivated this season enables me to report most favorably of the plant, both for individual and general cultivation; not only as a step towards agricultural advancement, but to fill the present void occasioned by the loss of the potato crop. We prepared a quantity of peat charcoal for different purposes, and so far as we have employed it, either for deodorization, or mixing with putrescent substances, subsequently employing it as a manure, it has given us satisfaction. We intend instituting a series of experiments with it the approaching season, thereby testing its comparative advantages upon different crops, and in conjunction with other manures.

The "*Account Book*" has given me much satisfaction for the ease and accuracy it affords in keeping the farming accounts.

In the cultivation of the crops during the past year a few of every kind were grown. We resorted to no measures in their management but what was within the reach of the industrious and well-inclined. We had numerous and useless fences levelled, and on their site a profitable return of green crops; the soil was dirty, so in its cleaning we afforded an example that foul land and good farming are irreconcilable. We sowed genuine seeds, purchased from respectable vendors, and not the spurious gatherings of unprincipled retailers. In the culture of the crops we exhibited how necessary it was to observe a regular distance between the plant, so as to admit heat and air, and by constant tillage and careful weeding sufficiently proved that nature shows herself most bountiful when aided by the honest and well-directed efforts of man. When the crop on one piece of ground was reaped, it was immediately succeeded by another, showing that land can acquire its fertility, not alone by the slowly restoring efforts of nature, but by the direct interposition of man with industry and

manures. *In a word, our objects were to show the uselessness of trusting to old and slovenly systems of husbandry for future comfort and prosperity.*

I have sometimes been asked the question, where is the use in teaching young lads agriculture while at school? If it is not irrelevant permit me to reply, that youth is the time to form the habits and principles of the after man. It is by educating the youth that we can subdue that inclination which man has to adopt the absurd fashions of his neighbour, by instilling in the child an abhorrence for everything unreasonable, and placing both sides before him, invite him to "look here upon this picture, and on this." Where are the business habits of the man to be formed when he mixes up with the world, or at what stage can they best be formed? Is it not in youth? We know it is necessary that the grocer should be taught to calculate a certain weight of tea at a certain price, as well as to paper and cord it. Is it not, therefore, equally as important, that the agricultural youth should be taught what to do, and what to avoid; to direct his early attention to those channels for the profitable investment of skill, industry, and capital, to fix his mind on the laws of science, and apply them to the anomalies of our art. Does the youth not require to know, for his purposes when a man, the nature of the soil he cultivates, the kind of crops he grows, their comparative advantages their different modes of growth, the quantity of seed necessary to be sown; the nature, action, and application of manures, their different properties, and the different circumstances under which they are applied? Or is he to learn these when a man, when ignorance and prejudice cloud his proper judgment? When attending a Model Farm in his school days, has not the scholar the favorable opportunity of witnessing the management of various crops; can he not contrast their mode of culture with others in the locality; will not his mind be thus led to reflect, and will it not be greatly assisted by the explanation of his teacher, and from the experience of the latter a right conclusion may be deduced, such as will be adapted for the inquiring mind of youth? The art of husbandry depends so much upon patient observation and the test of repeated trial, that we cannot commence too young to study the rules and practices of farming—to beget that prudence necessary to make us cautious, and to remove that ignorance and prejudice which are opposed to every rural change, from the mere want to discriminate between that which is purely speculative, and that which rests upon a more solid foundation. It is, therefore, the young mind that we propose to induct, and when pliant bend to those principles which we elucidate on a farm; then we may reasonably hope for that impartial judgment and steady observation of facts to ensue, and amalgamate with the growing years of youth.

Such considerations as these but point to the one thing needful. The benefits of educational progress do not come round so soon, "its unit of time is a generation," but its slowness of progress is essential to permanence of truth; and the friends of agricultural education may sanguinely abide their time for the fruits of "training up a child in the way he should go," and when he is old he will never depart from the principles of moral rectitude and industrial happiness.

I remain, Sir, your very obedient servant,
FREDERIC W.

C. O'CONNOR.

To Thomas Kirkpatrick, Esq., &c.

324 Appendix to Seventeenth Report of Commissioners [1850.

Quantity of ground under each Crop, the produce per Statute Acre, as seen in the following Table.

Area of Ground.	Name of Crop.	Estimated Produce.	Observations.
A. R. P.		Tons.	
1 2 27	Oats with Seeds,	Not ascertained.	One-half farm yard manure, one-half guano. Guano and ashes.
1 1 19½	Ditto.		
2 2 19	Oats only.		
2 1 8	Swede Turnips,	82	Slightly manured.
0 0 25½	Aberdeen do.	30	
0 3 1½	Potatoes,	6	
0 0 6	Beans,	25	After oat stubble. Succeeded by white globe turnips, producing from 40 to 29 tons respectively.
0 0 11	Peas,	22	
0 1 6	Carrots,	22	
0 0 24	Cabbages,	—	After oat stubble. Succeeded by white globe turnips, producing from 40 to 29 tons respectively.
0 0 7	Kohl Rabi,	—	
0 1 3	Flax	2	
0 2 4	Winter Vetches,	12	After oat stubble. Succeeded by white globe turnips, producing from 40 to 29 tons respectively.
1 1 18	Spring Vetches,	11	
0 0 1	Lucerne,	Not ascertained.	

A. R. P.		
11 2 14½	—	Farm.
0 2 30	—	Garden.
12 1 4½	—	In arable cultivation.
1 2 39	—	Roads.
2 2 19½	—	Buildings.

Total, . 16 2 23 Statute Measure.

LIST of AGRICULTURAL BOARDERS in Training during the Year.

Name of Boarder.	How Long in Training.	Remarks.
Florence O'Driscoll,	Twelve months,	Appointed to Glasnevin Model Farm.
Patrick O'Neill,	Ditto.	Ditto.
Michael O'Driscoll,	Ditto.	Ditto.
Hugh Delany,	Six months,	Residing here in boarders' class.
Patrick O'Brien,	Seven months,	Ditto.
Patrick Donnegan,	Two months,	Ditto.
John Coakley,	Two months,	Ditto.

APPENDIX 11.—MODEL FARM, MARKETHILL.

2nd December, 1850.

SIR,—Agreeably to your instruction, I beg to forward a balance sheet of the farm accounts for the year ending the 31st of October, 1850, and to submit a statement of the various crops grown on the farm during the past year, with the mode of tillage pursued in their cultivation, and the results: also the number of farm stock kept and the system of house-feeding which has been followed:

The farm last year contained 8 acres 2 roods 10 perches, statute measure, 7 acres and 3 roods of which were under tillage and cropped thus:—

1. Potatoes, beans and cabbages.	1 acre.
2. Wheat,	1½
3. Mangel Wurzel and turnips (a stolen crop was taken off previously,)	1½
4. Oats with grass and clover seeds,	1
5. Grass first year,	1
6. Grass second year,	1
7. Oats,	1

7½ Stat. acres.

The farm now contains 12 acres 0 roods 10 perches, an addition of 3½ Statute acres being made this season.

I shall now describe the general cultivation of the crops in the order given above.

Potatoes, beans, and cabbages.—The field on which these crops were grown was dug early in January, and in the first week of March was harrowed and picked clean of weeds, then marked into ridges of four feet wide. After this preparation was gone through, 22 tons of farm yard manure were carted out on these ridges, and one half the field planted with potatoes, the other half with beans. The beds were covered in the usual way from the furrows, and the cabbage plants were dibbled in each alternate furrow side of the potato and bean ridges. The sorts sown were, of potatoes the “early whites,” at the rate of 11 cwt. per statute acre; and of beans, the Mazagan and long pod varieties, at the rate of 4½ bushels per statute acre. These different operations were finished the second week in March. The first week in April the potato and bean ridges were top-dressed with 20 barrels of lime, and immediately re-earthed from the furrows. The after culture consisted in keeping the ground clear of weeds, and deepening the trenches. The bean crop was cut the second week in September, and yielded a produce at the rate of 52 bushels per statute acre. The potato crop was raised the second and third weeks in October, and gave a return at the rate of 6½ tons of sound potatoes per statute acre. The weight, per acre, of the cabbage was not estimated; they, however, furnished a large supply for house-feeding during the summer months.

Wheat.—The field on which this crop was sown, was, in the first place, lightly ploughed and harrowed, and the roots of weeds picked cleanly off, then rolled. Small drills were then opened with the plough at seven inches apart, and the ploughman, when forming those drills, took two ridges at a *bout*, and finished in the centre furrow, by which means the ridges were not altered from their former shape. The seed after being pickled, was sown in the drilled furrows

so formed, at the rate of eight stones per statute acre; the ground was lightly harrowed and trenched from the furrows. These operations were finished the third week in February. The sort sown was one of the white varieties, known here by the name of "French White." The plants came up regularly in drills, and afforded sufficient space for hoeing the crop and cleaning off any weeds that afterwards had made their appearance. The crop was lightly harrowed and rolled the second week in April, was reaped the second week in September, and yielded a return at the rate of 19 cwt. per statute acre, although it suffered considerably from the blight that so generally affected the wheat crop of last year.

Mangel Wurzel and Turnips.—A winter crop of rape and vetches was taken off this field previous to the mangels and turnips being sown. Early in autumn the wheat stubble was ploughed and harrowed, then had a liberal allowance of farm-yard manure given, and on the manure being spread, the rape plants (which were grown in a seedling bed in the garden), were put in following the plough, leaving two furrow slices between each row of plants. Half the field was cropped in this way, and the remaining portion was sown with winter vetches. The rape yielded a produce at the rate of 14 tons per statute acre; but owing to the severe frosts during the greater portion of last winter, the vetches were almost a failure.

As the rape was being used during the month of April, the ground was deeply dug in preparation for the mangel crop, and on the third of this month, 1½ roods were got in readiness for sowing the seeds. After being carefully dug, then harrowed and rolled, the drills were formed 28 inches apart, and had at the rate of 18 tons of well prepared farm-yard manure applied. A compost of peat, earth, and liquid manure from the tanks, was used as an auxiliary, at the rate of 1½ tons per acre, and was applied immediately under the seed in the dibble-holes; and when thus sown, the drills were lightly rolled. This operation was finished the last week in April. As the remainder of the rape and vetches was being used, the ground was prepared in a similar way for turnips, which were sown at intervals, until the whole was finished. We commenced sowing the Swedes the second week in May, and finished with the Aberdeens the second week in June. The quantity of farm-yard manure used for the turnips was at the rate of 16 tons, and 3 cwts. of Peruvian guano, per statute acre. The drills were opened 27 inches apart, and the guano sown immediately over the manure on reversing the drills. A compost of fine garden mould and quick-lime, when sifted, was strewn over the seed in the drills, and then rolled. There were a few drills in the field not so treated, which suffered to a considerable extent from the attacks of the fly. The usual after culture of hoeing, thinning out the plants, and digging between the drills, was regularly gone through during the season. The mangels got two thinnings; at the first thinning the plants stood seven inches apart, and after the second they stood fourteen inches asunder in the rows. The second thinning was used for feeding pigs and cattle, but principally for the pigs, which afforded them a good supply for some weeks. The turnip plants, when finally thinned out, stood ten inches apart in the rows. The mangel and turnip crops were estimated, on the 1st of November, and gave a return of clean roots and bulbs, 28 tons of the former, and 32 tons of the latter per statute acre.

Oats.—It will be seen, by the order of the rotation, that this crop succeeds the green crop and grass the second year. The grass land was dug early in winter nine inches deep. It got 20 barrels of lime, which were harrowed in immediately on being slaked, a few days before sowing the seed. Potato oats were sown on this field at the rate of eight stones per statute acre, the second week in March, and trenched from the furrows. The wire-worm attacked the oats on this field, and notwithstanding repeated rollings the crop suffered materially. The field on which the mangels and turnips were grown was ploughed into flats of 12 feet wide, the third week in January, and was sown the second week in March with imported Scotch oats, at the rate of nine stones per acre; and with Italian rye grass and red clover, sown as the oats got the finishing stroke of the harrow, at the rate of three bushels of the former, and three-quarters of a stone of the latter per statute acre. Both fields were reaped the first week in September, and yielded a produce on an average of 17 cwt. per statute acre.

Italian Rye Grass and Clover.—This crop is regularly top-dressed with liquid manure from the tanks, after each cutting, which adds considerably to the amount of produce. One field was cut twice and the other three times. Both yielded on an average 21 tons per statute acre, cut and weighed when in flower; $2\frac{1}{2}$ tons of hay were saved, and the remaining portions used for soiling during the summer months.

The Stock kept on the Farm during the past year was, four milch cows, one calf, and two pigs, except during the month of September and beginning of November, when there were only three cows, one calf, and one pig kept. This stock has been exclusively supported on the produce of the farm during the past year, with the exception of £2 worth of grass, and 4 cwt. of bean-meal, which were purchased during the summer months. The purchase of the grass, however, enabled me to save $2\frac{1}{2}$ tons of hay, and 10 bushels of Italian rye grass seeds, from that grown on the farm, which otherwise would have been used during the season for house-feeding. The cows are house-fed regularly throughout the year, unless a few weeks in the autumn season, when they are driven out to the grass land to eat down the grass then too short for being cut for soiling. They get six feeds each day, at regular intervals, are regularly curried and brushed, and get due exercise by being driven out for the space of an hour every day.

Commencing with November the cows got two feeds of turnip-tops and one of turnips each day, having straw feeds alternating with these. This mode of feeding continued until the tops were mostly all used, when the turnips were given generally, having straw feeds alternating with them as before. They got mashed feeds two each day, during the months of December, January, and February, consisting of chaffed hay and sliced turnips, saturated with bean-meal gruel, the whole heavily pressed in a large tub for some hours before giving it to the cattle. The turnips continued in use till the second week in March, when the mangels took their place, and afforded a supply to the third week in April, when the rape plants were in readiness, and took the place of the mangels. Three feeds of these green crops were given each day, unless when the mashed food was in use, when only one feed was supplied—the mashed feeds taking

the place of the other green food usually given. The supply of hay and straw was continued till the first week in May, when the Italian rye grass was commenced with, which was used in alternate feeds with the rape and winter vetches; the latter continued in use to the first week in June, when the cabbages from the potato and bean ridges were given with the grass. The grass and cabbages were in supply till the first week in October, when the cows were driven out to the grass land as already stated. During the few weeks that the cows are driven out on the grass, they get two feeds morning and evening of turnip-tops and oat straw.

Thus it will be seen by this system of house-feeding, extending over nearly the entire year, that two feeds of the same kind are rarely given in succession, the good effects of which are to be seen in the healthy condition in which the cows are kept.

The pigs kept on the farm have been almost entirely fed on bean-meal, oatmeal seeds, mill dust, mangel, and cabbages. The bean-meal, oatmeal seeds, and mill-dust, are usually made in a compound, with boiled mangels and cabbages. They got the refuse potatoes at the time the general crop was sorted. They get three feeds each day of the compound mentioned, on which they thrive well.

Training Department.—In my last report I stated, that two classes receive agricultural instruction in this school, namely, indoor and outdoor pupils. The indoor pupils or boarders have their board, washing, and lodging in the establishment, and pay £9 per annum, payable half-yearly in advance. Those already admitted are principally the sons of farmers in various parts of the south and west of Ireland. Each applicant is required to furnish certificates of good character, and, on being admitted, he is placed under the care of the clergyman of his communion, for religious instruction, and is obliged to attend to the wishes of his pastor on every occasion in this respect. As it was one of the principal objects the late William Blacker, Esq., had in view, when establishing this school, to prepare young men for the more extensive establishment at Glasnevin, the amount of literary proficiency is not necessarily made a test for admission. The pupils of this class attend to agricultural instruction in the school-room from six to nine o'clock in the morning, and to literary studies from six to nine o'clock in the evening; the remaining portion of the day is devoted to practical operations on the farm, unless the usual hours for meals. The hours for meals are—for breakfast, nine o'clock, a.m.; for dinner, two o'clock, and for supper, nine o'clock, p.m. They remain in training here until they become eligible for admission on the Model Farm at Glasnevin—a privilege that they and their parents gladly avail themselves of. Numerous applications continue to be made for admission to this class, and it is to be regretted that the dwelling-house is not more extensive, from the fact, that we are obliged to reject many applications from various parts of Ireland, owing to the want of sufficient accommodation.

The out-door pupils are selected from the advanced classes attending the day school; and in addition to the ordinary course of literary training, they receive instructions in the science and practice of agriculture during half an hour each day unless Saturdays.

They evince the greatest desire for such instruction, and take a pleasure in imparting to their parents and neighbours such hints respecting the errors of farming, which they had learned during their

attendance on the agricultural class. Many instances are known, even in *this locality*, (where improvements in the general system of farm management had already made considerable progress, through the exertions of that truly great and good man, the late William Blaker, Esq.) that the pupils attending the agricultural class in this school were the means of inducing their parents to adopt a more regular and correct system in the management of their farms, principally the house feeding of their stock, and the collecting and preservation of manures, than they had hitherto been in the habit of practising.

In addition to those already mentioned, it is in contemplation to form an "Industrial Class," and from the encouragement that Lord Gosford has kindly promised towards its establishment, I have not any doubts of its success.

I have the honor to be, Sir, your very obedient servant,

PATRICK O'HAGAN.

Dr. Kirkpatrick, Agricultural Inspector.

**Weight per Statute Acre of Crops grown on the MARKETHILL
MODEL FARM, during the year, 1850.**

Name of Crop.	Quantity of Ground.			Produce per Acre.	Total Produce.	Observations.
	A.	R.	P.	ton. cwt. qr.	ton. cwt. qr.	
Rape, .	0	2	0	14 5 0	7 2 2	} Stolen crop.
Winter Vetches, .	0	2	20	6 0 0	3 15 0	
Mangels, .	0	1	20	28 0 0	10 10 0	
Mangel Tops, .	0	0	0	5 10 0	2 1 1	
Turnips, .	0	3	20	32 0 0	28 0 0	
Turnip Tops, .	0	0	0	6 5 0	5 9 0	
Wheat, .	1	2	0	0 19 0	1 8 2	
Wheat Straw, .	0	0	0	2 10 0	3 15 0	
Oats, .	2	0	0	0 17 0	1 14 0	
Oat Straw, .	0	0	0	2 0 0	4 0 0	
Italian Rye Grass, .	2	0	0	21 0 0	42 0 0	
Potatoes, .	0	2	0	6 10 0	3 5 0	
Beans, .	0	2	0	52 bushels.	26 bushels.	
Bean Straw, .	0	0	0	2 15 0	1 17 2	

Cabbages were grown in the potato and bean furrows, and, owing to a neglect at the proper time, were not estimated.

P. O'HAGAN.

A LIST of AGRICULTURAL PUPILS who have been in Training at the MARKETHILL MODEL AGRICULTURAL SCHOOL during the year 1850.

No.	Names.	Date of Admission.	Where from.	By whom Recommended.	County in which Patron Lives.	Date of Leaving.	Removed to	Present Occupation.
1	John Cliffe.	Feb. 1849.	Lismore,	Richard Cliffe, Esq.	Waterford.	April, 1850.	Glasnevin.	In training at Glasnevin.
2	John Lyons.	May, 1849.	Nenagh.	Caleb Goring, Esq.	Tipperary.	Sept. 1850.	Glasnevin.	In training at Glasnevin.
3	Daniel Egan.	Nov. 1849.	Roosca,	Mr. E. S. Egan.	Tipperary.	April, 1850.	America.	Not known.
4	Patrick Jones.	Nov. 1849.	Market Hill,	—	Armagh.	Yet in training.	—	—
5	George Woodhouse.	Dec. 1849.	Kenmare,	Mr. Geo. Woodhouse.	Kerry.	June, 1850.	Home.	Not known.
6	W. H. Barker.	Dec. 1849.	Market Hill,	Joseph M'Kee, Esq.	Armagh.	May, 1850.	Home.	Engaged on his father's property.
7	Thomas Barnes.	Feb. 1850.	Clogh Jordan,	Mr. Thos. R. Barnes.	Tipperary.	Yet in training.	—	—
8	Arthur Murphy.	Feb. 1850.	Mowban,	—	Armagh.	Yet in training.	—	—
9	David Marshall.	May, 1850.	Enagh,	—	Armagh.	Yet in training.	—	—
10	John Hughes.	June, 1850.	Dublin,	Courtney K. Clarke, Esq.	Armagh.	Yet in training.	—	—
11	James Hanlon.	June, 1850.	Market Hill,	—	Yorkshire, Engd.	Yet in training.	—	—
12	Joseph Hughes.	Aug. 1850.	Mowban,	—	Armagh.	Yet in training.	—	—
13	Charles Monypenny.	Aug. 1850.	Market Hill,	—	Armagh.	Yet in training.	—	—
14	William Walpole.	Nov. 1850.	Market Hill,	Jonath. Walpole, Esq.	Armagh.	Yet in training.	—	—
15	John Sheahan.	Nov. 1850.	Market Hill,	—	Kerry.	Yet in training.	—	—
16	Patrick Murphy.	Nov. 1850.	Market Hill,	—	Armagh.	Yet in training.	—	—
17	John Jorrens.	Dec. 1850.	Market Hill,	—	Armagh.	Yet in training.	—	—
18	Felix O'Neill.	Dec. 1850.	Corkinook,	—	Armagh.	Yet in training.	—	—
19	James McCullagh.	Dec. 1850.	Cavanagrove,	—	Armagh.	Yet in training.	—	—
20	James Ball.	Dec. 1850.	Market Hill,	—	Armagh.	Yet in training.	—	—

MARKETHILL AGRICULTURAL SCHOOL and MODEL FARM.—Farm Accounts for the Year ending
31st of October, 1850.

Content of Farm—8a. 2a. 10r. Statute Measure.

1850		1850		1850		1850	
EXPENDITURE.		EXPENDITURE.		EXPENDITURE.		EXPENDITURE.	
Oct. 31.	To amount valuation as per statement prefixed, .	92 10 2	Oct. 31.	By amount received for Grain sold, .	8 4 8		
" "	" paid Rent and Taxes for the year, .	23 14 0½	" "	" received for Cattle sold, .	84 6 8		
" "	" paid for Labour during the year, .	13 2 5½	" "	" received for Dairy produce sold, .	32 9 11½		
" "	" paid for Lime and Seeds, .	9 10 8½	" "	" received for Poultry and Eggs sold, .	0 16 5½		
" "	" paid for Cattle bought during the year, .	24 2 8	" "	" for Dairy produce used by Family, .	18 0 0		
" "	" paid for repairs of Implements, .	0 11 10½	" "	" for Meal and Potatoes used, .	9 10 0		
" "	" for Free Labour from Agricultural Pupils, .	6 0 0	" "	" as per Statement affixed, .	97 7 0		
" "	To Profit and Loss, gain on the year, .	31 17 3					
	Total, .	200 14 9		Total, .	200 14 9		

VALUATION OF STOCK AND CROP, &c.

1st November, 1850.		1st November, 1840.	
Three Milch Cows, value,	£ 20 10 0	Four Milch Cows, value,	£ 27 15 0
One Calf,	1 16 0	One year old Bull,	2 0 0
One Pig,	8 10 0	One Calf,	0 10 0
Poultry,	0 8 0	Poultry,	0 7 0
Wheat, 4 cwt., kept for seed, &c.	1 12 0	Two Pigs,	8 10 0
Wheat Straw, 3 tons,	1 10 0	Wheat, 5 cwt., kept for family use,	1 15 5
Oats, 4 stacks,	18 8 0	Potatoes and Beans,	9 14 0
Potatoes, 3 tons,	5 14 0	Oats, 2 stacks,	5 11 7
Beans, 28 bushels,	4 4 0	Mangels and Turnips, 1½ acre,	17 7 2
Mangels and Turnips, 1½ acre,	21 10 0	Cabbages, ½ acre,	2 0 0
Hay, 2½ tons,	4 0 0	Hay, 4 tons,	6 10 0
Grass Seed, 10 bushels,	2 0 0	Farming Implements,	6 10 0
Farming Implements,	4 10 0	Manure, liquid and solid,	9 0 0
Manure, liquid and solid,	8 10 0	Unexhausted Improvements,	1 10 0
Winter Crop, rape and vetches,	2 0 0		
Unexhausted Improvements,	2 10 0		
Total,	97 7 0	Total,	92 10 2

Having assisted Mr. O'Hagan in taking an inventory of the stock and crop on his farm this year, I hereby state, that these returns are correct.

H. RUSSELL,
Agriculturist, Gosford Estate.

1st November, 1850.

APPENDIX 12.—LOUGHASH.

February 13th, 1851.

SIR,—In sending you the Report of the Loughash Agricultural School, for the past year, I wish to lay before you the principal operations connected with the farm during that period, and the results as far as their effects on the crops are concerned. In the month of January, 1850, I commenced subsoiling 6 acres of the land, which, with one acre previously subsoiled, I intended for green crops. This was done with the spade and plough in conjunction, the pupils and labourers following after the plough with the spade, digging the bottom of the furrow to the depth of twelve inches, and casting on the top of this ploughed land a portion of the clay dug from beneath the furrow. The depth of the furrow turned over by the plough was about 6 inches, and 12 inches beneath this with the spade left the soil tilled to the depth of 18 inches. To avoid confusion in executing the work I started the plough at one side of the field, and ploughed a furrow off the side of each ridge; and as soon as a sufficient number of furrows were opened to enable workmen to begin, they commenced digging the bottom of each furrow, following the plough, and leaving the ridge ready for the next furrow, by the time the plough returned to the side of the field whence it set out. From sixteen to twenty men, according to the difficulty of executing the work, kept the plough in constant operation. We removed all stones, touched either by spade or plough. The operation was much more difficult to perform in consequence of the great number of stones of various sizes which had to be turned up. The cost of subsoiling in this mode was £2 per acre. In the beginning of April I planted cup-potatoes in one acre of the field in drills, giving them a reasonable quantity of manure. They came up, and grew most beautifully; but the blight made its appearance towards the end of July, and killed them while the tubers were yet only in a state of formation. The produce of this acre scarcely compensated for the seed; still the desire of having a few potatoes occasionally as food induces people to plant even at the risk of having half a crop. The remaining portion of the field received two ploughings, and when thoroughly cleaned and pulverized, was sown with Swedish turnips, from 12th to 27th May. The drills were made twenty-six inches asunder; and in addition to receiving a fair quantity of mixed farm-yard manure, I applied about 1½ cwt. guano, mixed with about three times its bulk of peat charcoal. Holes were made two inches deep with a dibble in the form of a rake, having the teeth nine inches apart, and constructed for making five holes at a time. The compound of guano and charcoal was dropped into these dibble-holes by the pupils, at the rate of a handful to every six holes. After covering the guano and charcoal with earth, to prevent the seed from coming in contact with the mixture, a few turnip seeds were dropped into each hole, and covered with a little fine earth; after which the drills were rolled with a light roller. They came up rapidly, and turned out what is considered an excellent crop in a district like this, producing twenty-four tons per statute acre, of good, sound turnips, without tops or roots. I stated that one acre of the field had been subsoiled four years since. The turnips on this part, though sown at the same time, and receiving the same kind of manure, and of seed, turned out badly.

They took a disease in their roots called "fingers and toes," after being hoed, by which a great number was destroyed, and many of those that escaped rotted towards the latter end of the season. Very few in the remaining portion of the field were affected with any disease. I am led, from this and numerous other observations, to infer that a frequent renewal of the soil, by bringing some of the subsoil occasionally to the surface, particularly where the latter is of a light nature, is of great advantage in turnip cultivation; and that worn out or exhausted land, though well manured, may frequently produce but an inferior crop of turnips. The surface soil, from frequent cultivation, loses more of what are termed the inorganic constituents than we usually apply to it in the shape of manure. When a portion of the unexhausted earth from the subsoil is brought to the surface, it undergoes from exposure to the air, a further disintegration, and restores to the surface a portion of those constituents of which it had been exhausted by cropping, or which had sunk or been washed down into the subsoil. In order to estimate the effects of the guano and charcoal I left four drills without any. The difference was greatly in favour of the mixture, so much as three tons to the statute acre; but whether the whole increase may be attributable to the guano alone, or to both guano and charcoal, I have not been able to determine, as in the hurry of getting down the turnips, I omitted trying each separately. I expect, during the ensuing season, to be able to determine more accurately the comparative effects of both substances on the cultivation of turnips. I omitted to mention that the kind of turnip sown was Skirving's and Laing's Swede, though, on the whole, I would prefer the latter as producing the most even and weightiest crop of turnips; yet, upon that portion of the field I mentioned as not being recently subsoiled, Laing's Swede rotted, and was affected with "fingers and toes" to a greater extent than Skirving's.

Drainage.—I drained last year two acres. The greater part of the farm has now been drained, at various distances, and with drains of various depths; but, owing to the different qualities of the sub and surface soil, even in the same field, we have frequently to put in new drains between the others, when we find the land not sufficiently dried by the first operation. In places where the subsoil is hard, with a considerable fall, I use broken stones for filling the drains; but where the land is level, or the water discharged impregnated with the red oxide of iron, I make pipe drains of stones as most likely to be permanent in such situations. I find that broken stones in drains are not so permanent as what was expected, except in very few cases. On soils where the bottom is soft, or the water discharging likely to accumulate any sediment, their use is quite objectionable. I have this year subsoiled six statute acres with the spade, to the depth of sixteen inches, part of the land intended for turnips this ensuing year, removing all stones. This operation was necessary, from the irregular way it had been tilled before it came into my possession; some places only scraped over, and others, where there was any difficulty in labouring, left in a state of nature, all overrun with weeds, and oat-cropped so long as a little more than the seed could be obtained as produce.

Stock.—I fed upon green food during the summer, 12 cows, 1 bull, 4 calves, and 2 horses. The cows were kept in the house with the

exception of five hours each day ($2\frac{1}{2}$ in the morning and $2\frac{1}{2}$ in the evening) during which they were let out for exercise. They received three feeds of grass and clover each day; and those giving milk got, in addition, a little bran and meal seeds on water. During winter the milch cows receive three feeds daily, viz., one of raw and two of boiled turnips, mixed with chaff, cut straw, and sometimes miller's dust. After each feed they got a quantity of oat straw, what they did not consume, serving for litter. I keep sixteen young stock additional in winter, which are fed upon oat straw, turnip leaves, and one feed of raw turnips daily. The milch cows do not get out in winter, and the young stock only occasionally, for exercise, when the weather is fine. The quantity of manure I am thus enabled to accumulate enables me to keep the land in good condition, and to apply to the green crops a considerable quantity; otherwise, in such a district as this, a very deficient crop could only be obtained. By feeding the cows in the house less land is required for their support, while they are better fed than if allowed to pasture. I am certain the same amount of stock which I keep, if pastured upon the *whole farm*, could not be well supported for *half* the year; while by house-feeding I am enabled to keep them in *good condition* for the whole year on less than three-fifths of the farm.

White Crops.—I had two-fifths of the farm in oats, one-fifth of which was after a manured crop, and is this year sown down with grass-seeds and clover, which look well. I applied about twenty barrels of lime to the statute acre, previous to sowing the oats, upon the land intended for grass seeds. It appears to have a good effect in increasing the growth of clover, as well as the oats. Each crop removed from the soil withdraws from it a quantity of lime, which must again be supplied to compensate for the waste which takes place in this way. This year's oat crop, though in appearance equally as heavy as last year's, will not yield so well. The season, on the whole, was rather wet; and the harvest, in this place particularly, the worst I ever witnessed. The crop, though safely secured, is not in that condition for producing such yield as might reasonably be expected, if secured under more favorable circumstances. I had two acres of potatoes planted in lazy-beds, upon land not capable of producing turnips, and which had some time before undergone a partial degree of reclamation. The potatoes on this land were equally affected with the blight, though not so badly as in the old reclaimed ground; but I was in some measure compensated for this deficiency by an excellent crop of cabbages, the plants of which I put in the brows of the ridges in the month of April. After the blight destroyed the stalks, the cabbages grew up, nearly covering the whole of the land, and supplied my stock with green food during the whole of the month of November.

I enclose for your information an account of the expenditure and balance-sheet for the past year. It is true that the *profit* has not been as great as might be expected. But when the unusually low price of stock and farm produce of all kinds, as compared with ordinary years of prosperity, together with an unfavorable season for yield in grain, and land barely within the limits of profitable cultivation, are taken into account, I have every reason to hope that under more favorable circumstances, and by strict application of economic and

scientific principles, the farmer may yet see himself in a position different from what the present appearances would warrant him in anticipating.

Agricultural School Department.—The Agricultural School continues to be well attended, and the pupils generally spare no exertion in obtaining a knowledge of the most useful portions of a literary and agricultural education. Besides obtaining a fair knowledge of the theory and practice of agriculture, and of the elementary principles of chemistry and geology, they receive instruction in reading, English grammar, arithmetic, mensuration, geometry, book keeping, trigonometry, algebra, and the theory and practice of land-surveying and mapping. It requires at least three years' close application for a pupil of fair abilities to become properly acquainted with the various branches, so as to enable him efficiently to discharge the duties of the office he may afterwards be expected to fill. Six free scholarships founded by Lady Bunbury, Sussex, through Major Kennedy, the Patron, and six more by the Commissioners of National Education, have been of great use in stimulating to improvement young men of good talents, who, probably, would not have the means to continue their studies if such an institution were not open for them. They were formerly selected at a public examination held in Strabane, from the most efficient candidates presenting themselves from the several National Schools of the surrounding districts. The candidates must write well, and understand English grammar, arithmetic, mensuration, and the four first books of Euclid. They hold their scholarships only for one year, but are eligible to be re-appointed should they still continue to hold their superiority at the next examination. I have never known one of them to lose his place at such examination; for, after a year's training, they are more than a match for those with whom they come in competition. For the last two years the vacancies have been filled from among the most talented and deserving pupils attending the Agricultural School as boarders at their own expense. One year's education, if they be naturally smart, and attentive to their studies, enables them to compete successfully for these vacancies when they take place. This method Major Kennedy lately adopted, as most likely to secure a better class of pupils; for it sometimes happened that pupils, selected generally for their superior answering in those branches, were, probably, from their dispositions, and other causes, but indifferently suited for acquiring a knowledge of agricultural and other industrial pursuits.

Employment of Time.—They work six hours each day upon the farm (but in harvest the whole of the day is occupied in securing the crops), and six hours are devoted to literary instruction within doors.

This distribution of time is as follows:—

FROM 1ST APRIL TO 15TH SEPTEMBER.			FROM 15TH SEPTEMBER TO 1ST APRIL.		
6 A.M. till 9 A.M.,	On Farm.	6½ A.M. till 9 A.M.,	Literary Instruction.		
9 " " 10 " "	Breakfast.	9 " " 10 " "	Breakfast.		
10 " " 2 P.M.,	Literary Instruction.	10 " " 4 P.M.,	On Farm.		
2 P.M. " 3 " "	Dinner.	4 P.M. " 5 " "	Dinner.		
3 " " 6 " "	On Farm.	5 " " 8½ " "	Literary Instruction.		
6½ " " 8½ " "	Literary Instruction.	8½ " " 10 " "	Supper and Recreation.		
8½ " " 9½ " "	Supper.	10 " " - " "	Bed.		
9½ " " - " "	Bed.				

I remain yours truly,

JAMES MOORE,
Agricultural Teacher.

Thomas Kirkpatrick, Esq.,
Agricultural Inspector National Schools.

I send you the names of the young men educated here for the past year, placing first on the list the free scholars, and showing those who got into employment, also those who succeeded as free scholars.

Commissioners of Nat. Education's Scholarships.	Lady Bunbury's Scholarships.	1	Patrick Foley,		
		2	John Kelly, .	.	Went home to Parents.
		3	William Kelly, .	.	Do. do.
		4	James Hanagan, .	.	Literary Teacher of Loughash National School
		5	John M'Phelamy.		
		6	Neil M'Wade, .	.	Overseer in Sugar Plantation, Trinidad.
		7	Denis Kirlin, .	.	Overseer in Sugar Plantation, Trinidad.
		8	Thomas Johnston, .	.	Went home.
		9	James Tracey.		
		10	Patrick Campbell.		
		11	Patrick Clarke.		
		12	Felix Kirk.		
		13	Thomas M'Farland,	.	Succeeded to Free Scholarship No. 2.
		14	Michael Haley, .	.	Do. do. 3.
		15	Michael Deering,	.	Do. do. 4.
		16	Owen M'Cahey,	.	Do. do. 6.
		17	John Thompson,	.	Do. do. 7.
		18	James Donovan,	.	Do. do. 8.
		19	John Donovan.		
		20	John O'Cain.		
		21	James Turner.		
		22	James M'Cullow.		
		23	John M'Farland.		
		24	John O'Neill.		
		25	Henry Wilson.		

EXPENDITURE AND RECEIPTS OF LOUGHASH AGRICULTURAL FARM,

FOR THE YEAR ENDING 31ST DECEMBER, 1850.

EXPENDITURE.		RECEIPTS.	
	£ s. d.		£ s. d.
To amount of Inventory at commencement of year, .	232 9 6	By amount received for Grain, .	28 1 5
" " paid Rent and Taxes, .	31 0 11	" " received for Potatoes, Roots, &c. .	16 7 0
" " paid for Seeds, Lime, and Manure, .	17 13 11½	" " received for Cattle sold, .	42 2 6
" " paid for Cattle, .	18 14 0	" " received for Dairy Produce, .	50 19 4
" " paid for Farming Implements, and Smith- work, .	12 2 4	" " received for Eggs and Poultry, .	4 16 10½
" " for Labour during the year, .	77 6 4½	" of Inventory at close of year, .	268 13 6
To Profit and Loss for Balance, .	45 13 6½	" Subsoiled since November, with Spade, Six Acres, and drained One Acre, preparation for next year's Green Crop; the whole of which is entitled to be charged to next year, .	16 0 0
		" Subsoiled last Spring for Green Crop, Six Acres, with Spade, and drained Two Acres; the half of which is entitled to be charged to next year, .	8 0 0
	435 0 7½		435 0 7½

340 *Appendix to Seventeenth Report of Commissioners [1850.*

INVENTORY OF STOCK, CROPS, &c., ON LOUGHASH FARM, TAKEN THIS 1ST JANUARY, 1851.

	£	s.	d.	£	s.	d.
CROPS,						
15 stacks of Oats,	52	10	0			
10 cwt. of Potatoes,	2	0	0			
4 acres Turnips,	32	0	0			
1 rood Cabbages,	2	0	0			
3 tons Hay,	4	7	6			
				92	17	6
STOCK,						
2 Horses,	28	0	0			
3 Cows at calving,	18	18	0			
3 Do. to calve in April,	16	10	0			
3 Do. to calve in July,	15	0	0			
3 Do. fattening,	15	0	0			
1 Bull,	8	0	0			
2 Two-year-old Bullocks,	5	0	0			
2 Do. Heifers,	5	0	0			
7 Year-old Calves,	10	10	0			
4 Calves,	4	0	0			
2 Pigs,	5	5	0			
5 Sheep,	5	0	0			
Poultry,	3	3	6			
				139	6	6
FARMING IMPLEMENTS,						
3 Carts,	10	0	0			
3 Set Horse Harness,	2	0	0			
2 Common Ploughs,	5	10	0			
1 Drill Plough,	3	3	0			
1 Common Harrow,	0	13	0			
2 Drill Harrows,	1	10	0			
1 Roller,	0	6	0			
16 Spades,	1	0	0			
10 Shovels,	0	10	0			
3 Grapes,	0	6	0			
2 Rakes and 3 Forks,	0	6	0			
Draining Tools,	0	5	0			
4 Sledges,	0	16	0			
4 Crow-bars,	0	10	0			
3 Box-barrows,	1	0	0			
1 Hand-barrow,	0	2	0			
2 Ladders,	0	5	0			
Hoes and Picks,	0	6	0			
12 Feeding Troughs, Cows,	0	12	0			
Winnowing Machine,	2	5	0			
20 Corn Bags,	0	16	0			
2 Riddles,	0	1	6			
2 Metal Boilers, 1 Grinding Stone,	4	5	0			
				96	9	6
				235	13	6

APPENDIX 13.—LARNE MODEL FARM.

15th March, 1851.

SIR,—In bringing the Larne Agricultural School and Model Farm again before the Commissioners, it is pleasing to remark that both have enjoyed a large share of prosperity during the past year, and,

judging from the increased number of applications for new pupils, and the desire manifested by landed proprietors to have the sons of their tenantry admitted as boarders, it is evident that a spirit of improvement is abroad, and that the public are becoming daily more convinced of the importance of such institutions, and of their beneficial effects upon the country.

It will be seen from an analysis of the annexed table, that 11 out of the 14 pupils who were in training during the year, were sons of farmers, and that eight were recommended by proprietors.

The objects of the institution are to give the pupils a substantial English education, combined with a knowledge of the principles and practices of modern husbandry in all its details, so far as can be learned from the works published by the best writers on agriculture, and exemplified on the Model Farm; and to make them industrious, active, and energetic, so that, in their different avocations after leaving the institution, they may combine education with industry—qualifications which are essential to success in every department of life; and the young men who have been trained here, and sent to different parts of the country as stewards, teachers, &c., and who, without a single exception, have proved themselves to be young men of real practical usefulness, and well qualified to discharge the duties of the situations to which they were recommended, sufficiently prove that the system of training adopted to carry out these objects has been successful.

The Committee and the other friends of the institution do everything in their power to encourage deserving pupils, and to obtain for them suitable appointments, and this has a most salutary effect upon those in training—being aware that promotion is sure to follow good conduct and attention to business, they exert themselves accordingly. There were eleven boys who obtained appointments during the past year.

The pupils were examined several times during the year in the presence of visitors from different parts of the empire, and also before one of the most eminent scholars of America, and these gentlemen were pleased to express most flattering opinions regarding the attainments of the pupils, and also their approbation of the manner in which the system of combined literary and agricultural instruction was carried out.

I was anxious to have the opinions of persons not in connexion with the institution, or with the National Board, who had an opportunity of judging of the qualifications of the pupils, and with this object I addressed a letter to Dr. Hodges, Professor of Agriculture in the Queen's College, Belfast, requesting his opinion of the attainments of the young man who was educated here, and who went to the College in October last, and that gentleman was kind enough to favour me with the following reply:—

“ Queen's College, Belfast, February 26, 1851.

“ SIR,—I have much pleasure in replying to your letter of the 20th inst., in which you ask my opinion of the literary attainments of J. W. Smyth, educated at your school, and at present a scholar of Queen's College. I was much gratified to find, upon his examinations, that he had obtained not merely an ordinary knowledge of the subjects marked out for candidates for Agricultural Scholarships, but that his answering was in every respect of a high character. He

has, during the session, given me much satisfaction; and I know that the Professor of Mathematics regards him as a most promising student.

"The excellent training which J. W. Smyth has evidently received, is, I conceive, highly creditable to you, and proves that the National Agricultural Schools are well calculated to give a sound literary education to the pupils. I have, indeed, had many opportunities of observing the successful operations of the system of combined literary and industrial instruction, and I am persuaded that if wisely carried out by efficient teachers it will do much to elevate the character of our agricultural population.

"I wish we had more schools like that at Larne, and that your excellent inspector, Dr. Kirkpatrick, could succeed in inducing a greater number of the proprietors of the country to co-operate with the Board of Education, in their judicious efforts to provide a professional education for the sons of our farmers.

"I remain, Sir, your obedient servant,

"JOHN F. HODGES,

"Professor Agriculture Q.C.B.

"Mr. Macdonnell,
"Larne National School."

The Agricultural Class.—The Agricultural Class consists of about 30 pupils, who receive instruction in agriculture on two days of the week. The members of this class are taken out to the Model Farm occasionally under the superintendence of monitors, to assist in the operations of the farm, and, as the greatest number of these young men are the sons of farmers, the instruction they thus receive in the theory and practice of agriculture cannot fail to be useful to them in after life. Already many instances have occurred where these youths have introduced important changes in the management of their own farms, and have worked them out so successfully as to be a source of profit to their parents, and a good example to the neighbourhood in which they live; and generally they are found to be more industrious when at home, more skilful and dexterous in the performance of any work that they are capable of doing, and to manifest a greater desire, and exhibit a better taste for agricultural pursuits, than boys who have not had the benefit of such training.

Each boy in this class is required to have an essay written every Monday morning, when he enters the school, on the subject of the lectures delivered the preceding week. These essays are transcribed into a book kept for the purpose, and after being corrected are returned to the owners, that they may see their errors and avoid them in future, and also that their parents may have an opportunity of marking the proficiency made each week in this most important branch of education, which they can easily do from the number of corrections, and from the character of the essay, which is always written on the first page.

The members of this class have formed themselves into a debating society for the discussion of agricultural questions; they meet for this purpose one evening in the week; they have a chairman appointed, a set of rules drawn up for their guidance, and altogether they carry on their proceedings with an energy and zeal which are most promising and praiseworthy in boys so young.

The Industrial Class.—The "Industrial Class" is made up of six

of the most active and deserving boys in the Agricultural Class. They are required to occupy themselves for two hours every evening on the Model Farm, and occasionally to act as monitors to the junior classes in the school. They receive a small sum weekly, varying from 6d. to 1s. each, as a premium for good conduct, attention to school and farm business, cleanliness, orderly habits, &c.; and as each is anxious to obtain the largest amount, a spirit of emulation is kept up amongst them in the school and on the farm, that is attended with the most satisfactory results. I find, generally, that the pupils in this class make greater progress in literary and agricultural studies, and are more orderly and attentive than any other boys attending the school; and I have been informed by some parents, that since the appointment of their sons to the "Industrial Class," they have observed a marked improvement in them. It was only a few days since, that a pupil of this class was selected, out of a great number of candidates, for a situation of considerable trust and respectability, where, in a little time, he will be able to support himself respectably, and render pecuniary assistance to his father, who is a labouring man. I believe that I do not attach any undue importance to the system of awarding small money premiums to the most deserving boys in our Agricultural Schools, when I state that it will stimulate them to attain a degree of excellence in their school and farm duties, that might not be expected under a different arrangement.

The Work of the Model Farm.—The work of the Model Farm was performed almost entirely last year by the agricultural pupils and the Industrial Class, and the crops, generally, were said to be the largest ever produced in the neighbourhood. If this fact be taken in connexion with the improvement of the pupils in literary studies during the year, it affords strong evidence, if any were now required, of the importance of combined literary and industrial training.

The following table, which was appended to my last report, shows the quantity of ground under the different crops last year:—

Name of Crop.	Quantity of Ground.	Time of Planting.	Name of Variety.
Turnips, . . .	A. B. P. 0 1 35	1st week in May, .	Skirving's and Dunmurry Swedes.
Mangold, . . .	0 2 1	Last week in April,	Long Red, Red and Yellow Globe.
Carrots, . . .	0 0 4	1st week in April,	Altringham.
Potatoes, . . .	0 2 20	January, . . .	Forty Folds, Cruffles, Dukes, &c.
Flax,	0 0 22	27th April, . . .	Dutch, Riga could not be obtained.
Vetches,	0 0 30	October,	Dutch.
Wheat,	0 3 8	3rd March, . . .	Mummy, 14 stones per acre.
Oats,	0 0 30	23rd March, . . .	Angus, 14 stones per acre.
Grass for soiling, .	1 0 10	Sown with Wheat,	2 bushels Italian, 1 Perennial, 10lbs. Clover per acre.
Rape in Seed-bed,	0 0 2	1st week in May, .	Broad-leaved Dutch.
Cabbage Plants, .	0 0 2	2nd week in April,	Drumhead, Flat Dutch, Non-Paris, and Borecole.
Total, Irish, . .	4 0 4		

STOLEN CROPS.

	A.	R.	P.	
Cabbages, . . .	0	1	20	Transplanted in July after Vetches.
Rape, . . .	0	2	22	Transplanted in August, after Flax and Potatoes.
Cabbage Plants,* .	0	0	10	Sown after Potatoes in the beginning of August.
Total, Irish, .	1	0	12	

Potatoes.—The ground for potatoes was ploughed early in the autumn into flats 21 feet wide, and during the winter and early spring the seed was planted in transverse drills 30 inches apart. The ground was deeply tilled, and well manured; and the sets were deeply covered to protect them from the effects of frost. When the weather permitted in the spring the tops of the drills were raked flat, and as soon as the plants were well above ground, the spaces between the drills were dug deeply and carefully; subsequently every weed was removed and the crop moulded.

In the beginning of August the early kinds were severely attacked by the blight, and in order to prevent bad consequences, I had them dug and carried to the barn floor and spread thinly over it; the doors were left open in the day time to admit air, and the potatoes were turned and sorted twice a week; but notwithstanding the care thus bestowed upon them, the disease made such rapid progress, that they had to be disposed of as soon as possible.

The late varieties were raised in the end of September. They were quite sound, and yielded 20 tons 4 cwt. to the acre.

Mangold.—The preparation of the ground for mangold and turnips was in every way similar to that for potatoes, except that there was a larger quantity of stimulating manure applied, and that the drills were only two feet apart. The mangold seed was sown the last week in April, in small holes 12 inches apart; two plants were allowed to stand together till the middle of July, when one of them was removed. Had this precaution not been adopted a large portion of the crop would have been partly lost, in consequence of an unusual number of plants having run to seed last year.

The produce per acre was, of roots, 51 tons 8 cwt., and of tops, 7 tons 9 cwt., making a total of 58 tons 12 cwt.; if to this be added the weight of the plants removed during the summer, and that of the leaves, which were taken off three times, the quantity of feeding yielded by this crop may be safely put down at 70 tons to the acre.

Mangold requires a larger supply of manure than any other crop that I am acquainted with, and where manure cannot be obtained in sufficient quantity, it would be preferable to grow turnips. This was practically exemplified on the Model Farm last season. Two plots, one for mangold and the other for turnips, were marked off, and manured at the rate of 25 tons to the acre, which was about one-half the quantity applied to the other portions of the ground. The seeds were sown the same day in each, and the plots afterwards subjected to similar treatment. The produce of mangold was 32

* Part of these plants sold for £3 10s.

tons to the acre, or less than one-half the weight of what got the full allowance of manure. The disparity in the turnips was not so great, the produce being 45 tons, or more than three-fourths of the other portion.

Turnip.—The turnip seed was sown on the 4th of May, in a manner similar to the mangold. The ground between the drills was dug twice during the season.

The produce was, of bulbs, 66 tons 10 cwt., and of tops, 9 tons 1 cwt., making a total of 75 tons 11 cwt. to the acre.

In my last Report, after stating that the turnip drills were two feet apart, and the plants in the drills 12 inches, the following paragraph occurs:—"I am convinced, from long experience, that where spade husbandry is employed, *these* distances will give larger returns than if the drills be wider, and the plants farther apart." This statement has been fully corroborated by the result of last year.

Cabbage.—The cabbages were transplanted after winter vetches, in July. The varieties were the drumhead, flat dutch, nonpareil, and borecole; the seed was sown the second week in April. From the beginning of October up to the present time (15th March) the cattle got a feed of cabbages daily, and there will be a sufficiency to continue this feed up to the end of the month.

I have paid a good deal of attention to the feeding of milch cows, and to the effects of different kinds of food upon the quantity of milk and butter, and I have always observed that the introduction of cabbages to the stalls was followed by an increase of milk, and a corresponding increase of butter.

Cows in calf should get only a small quantity of cabbages at a time, as they are very liable to cause abortion. I have known nearly a dozen cows on the same farm to abort in the course of a few weeks, owing to a liberal supply of cabbages having been kept up for that time, and two of my own cows aborted in the same night, though in different stalls, owing to a similar cause.

Rape.—Rape is the most valuable stolen crop the farmer can cultivate. It is a wholesome and nutritious food, and stock of every description are peculiarly fond of it, and thrive well upon it. It can be taken off the ground without interfering injuriously with the regular course of cropping, and it comes into use in March and April, when green feeding is most wanted. It is easily cultivated, and grows well on a great range of soils, but it requires the ground to be strong and well manured.

The roots of this crop go down to the subsoil, and extend laterally to great distances in search of food. The specimens of roots forwarded are upwards of seven feet in length.

There are two roods and twenty perches of rape growing on the Model Farm at present, and it is a magnificent crop—the weight being 28 tons to the acre. The seed was sown the first week of May in a bed similar to that made for cabbage seeds; and the plants were transplanted after early potatoes and flax, in rows two feet apart. The after cultivation consisted in digging between the rows, weeding, and topping such plants as were running to seed.

Wheat, Mummy.—The wheat was grown after green crops. The ground was dug roughly during the winter, and allowed to stand thus exposed to the ameliorating influences of the frost and air, to the 3rd of March, when it was made into drills 12 inches wide by a

common plough wanting the mould board; the seed, at the rate of 14 stones to the acre, was sown broadcast on same day, and the drills harrowed flat. A month afterwards 10 lbs. of clover seed, 2 bushels of Italian rye grass seed, and one bushel perennial were sown to the acre, bush harrowed and rolled. The wheat came up in rows perfectly straight and regular, and was a most beautiful crop while growing. The produce of grain was 2 tons and 19 lbs. to the acre. The grass and clover are excellent, and will be ready for cutting about the middle of April.

This variety of wheat, it appears, has been very successful in different places last year. It paid me upwards of £16 an acre. The only drawbacks are, that it is rather coarse for the miller, and will not bring the best price, and that it is exceedingly difficult to separate the grain from the straw by manual labour.

Flax.—The ground intended for flax was ploughed early in the winter into narrow ridges, dug lightly in the spring, harrowed and rolled before sowing the seed. The seed, Dutch (good Riga could not be procured), was sown on the 27th of April, at the rate of 14 pecks to the acre, covered with a light harrow and rolled.

The crop was pulled on the 8th of August, rippled on the following day, and steeped. It was nine days in the water, and fourteen days on the grass.

The produce, per acre, was—of fibre, 50½ stones, of 16 lbs. each, and of seed boles, when dried and made into meal, 17½ cwt. The value of the fibre, at 6s. per stone, was £15 3s., and of the meal, at 8s. per cwt., £7; total, £22 3s., not deducting expenses.

I am aware that these results are not nearly so satisfactory as might be obtained by judicious management, but they exhibit a fair return, considering that the Agricultural pupils and the labourers employed to perform the different operations were completely ignorant of all the details of management, and that other circumstances connected with its preparation, not under my control, were also unfavorable.

There is scarcely any flax whatever grown in this neighbourhood, though its cultivation would be attended with the best results, as the ground is admirably suited to produce it of excellent quality. I have done all in my power to convince the farmers of its importance, and by frequent lectures and discourses, to disseminate sound practical views regarding its growth and management. I have reason to hope that my efforts in this regard will be instrumental in obtaining for it a place in the agriculture of the district in some degree commensurate with its importance. Even this year a portion of ground will be appropriated to its growth on many farms in the neighbourhood, where it was never grown before.

In carrying out your views regarding this crop I have been only doing what is most pleasing to myself, being convinced that its cultivation on every farm in the country, would do much to ameliorate the condition of the people.

In districts where flax is not cultivated, the small farmers depend on their grain crop for rent, taxes, &c.; and the prices of grain being so very low, in most cases the last sheaf has to be disposed of to meet these demands, leaving nothing for the support of the family; and hence poverty and its concomitants follow as a natural result. The cultivation of flax on a moderate scale would mitigate, if not pre-

vent these deplorable consequences. It would enable the small farmer to pay his rent, and to keep his grain for the use of his family; and until he can do this his position will be one of poverty and privation. One acre of flax (fibre) will bring from £16 to £20, when brought to market, and on an average will pay the rent of ten or twelve acres of land. The seed, if carefully saved, will be value for about one-half the fibre.

I know a hundred instances where small farmers have obtained these sums without a shilling of expenditure save the cost of seed, the whole management having been performed by the family, and where, owing to this cause, they have passed through the ordeal of the last five years, paying their way without any considerable embarrassment.

I should here state the result of my experience in the cultivation and management of flax for upwards of twelve years in one of the best flax-growing districts in Ireland, were it not that I am restricted to certain limits in this report, and that the great number of topics I had necessarily to allude to has already taken up the space at my disposal, so that I must here bring it to a conclusion without entering on this subject, or without making any remarks on the manure heap, the management of stock, and other subjects of interest and importance connected with the Larne National Agricultural School and Model Farm.

I have the honor to be, Sir, your faithful servant,

JAMES MACDONNELL.

Thomas Kirkpatrick, Esq., M.D.

P.S.—The agricultural pupils sow all seeds—wheat, flax, &c., and perform every practical operation required on the farm. The most advanced boys act, alternately, as stewards, having charge of stock, implements, and general management. During their period of office, they direct the labour of the other boys, superintend their evening studies in the absence of the master, and examine them weekly in agriculture, thus qualifying themselves for becoming Agricultural Instructors in after life.

J. M'D.

CROPS ON THE LARNE MODEL FARM ON THE 9TH OF MAY, 1851.

Name of Crop.	Quantity of Ground.	Time of Planting.	Name of Variety.
	A. B. P.		
Turnips, . . .	0 1 14	1st week in May,	Skirving's Swede.
Mangold, . . .	0 0 82	Last week in April,	Long Red.
Sugar Beet, . . .	0 0 6	Do. do.	White Silesian in alternate drills with Mangold.
Carrots, . . .	0 0 10	2nd week in April,	Altringham.
Flax, . . .	0 0 26	11th of April,	Riga, fourteen pecks to the acre.
Potatoes, . . .	0 1 20	February, . . .	Dukes, Forty-folds, Cruffies, Kemps.
Wheat, winter, . . .	0 8 38	2nd week in Nov.	Spalding's Prolific.
Wheat, Spring, . . .	0 8 23	Last week in Mar.	Hunter's White.
Grass for soiling,*	0 8 8	Sown with wheat,	2 bushels Italian, 1 Perennial and 10lbs. Clover per acre.
Vetches, Winter, . . .	0 0 15	End of September,	Dutch, 3 bushels, and 1 bushel Rye per acre.
Cabbages, . . .	0 0 8	Beginning of Mar.	Yorks and Nonpareil.
Cabbage plants, . . .	0 0 2	2nd week of April,	Drumhead, flat Dutch, and Borecole†.
Rape in seed-bed,	0 0 2	2nd week in May,	Broad-leaved Dutch‡.
Total quantity of ground cultivated on the Larne Model Farm in 1851, 4A. 0a. 4r. Ir.			

WEIGHTS PER IRISH ACRE OF STOLEN CROPS GROWN ON THE LARNE MODEL FARM DURING THE YEAR 1850.

Name of Crop.	Quantity of ground.	Produce per acre.	Whole Produce.	Distance of Plants.
	A. B. P.	Tons cwt.	Tons cwt.	
Cabbages,	0 1 20	24 11	9 4	2 feet by 18 inches.
Rape,	0 2 22	28 0	17 17	18 inches by 12 inches.
Cabbage Plants,	0 0 10	Part sold and part transplanted.	" "	Broadcast.
	1 0 12			

Whole produce of the Model Farm this year:—Turnips, 34 tons 1 cwt.; mangold, 28 tons 15 cwt.; carrots, 15 cwt.; potatoes, 12 tons 12 cwt.; flax, 7 stones 1 lb., and $2\frac{1}{4}$ cwt. linseed meal; wheat, 1 ton 12 cwt.; wheat straw, 3 tons 16 cwt.; oats, cut green for soiling, 3 tons 2 cwt.; vetches, 3 tons 14 cwt.; grass, 22 tons 16 cwt.; cabbages, 9 tons 4 cwt.; rape, 17 tons 17 cwt.: and about four pounds worth of cabbage plants.

Stock on the farm—three cows, two heifers, four pigs, one donkey.

* I commenced cutting this grass on the 17th of April.—J. M'D.

† To be transplanted after vetches.

‡ To be transplanted after flax and early potatoes.

WEIGHTS PER IRISH ACRE OF THE CROPS GROWN ON THE LARNE MODEL FARM DURING THE YEAR 1850.

Name of Crop.	Produce per acre. Roots.	Produce per acre. Tops.	Total produce per acre, Irish.	Quantity of ground.	Whole pro- duct.	Distance of Plants.
Turnips, Skirling's Swede,	Tons cwt.	Tons cwt.	Tons cwt.	A. R. A.	Tons cwt.	2 feet by 10 inches.
" Dunnmurry Swede,	68 10	9 1	75 11	0 1 20	28 6	2 feet by 9 inches.
Mangold, Long Red,	55 4	6 8	61 7	0 0 16	6 15	2 feet by 12 inches.
" Yellow Globe,	51 3	7 9	58 12	0 1 20	21 19	Ditto,
Carrots, Altringham,	47 5	4 14	51 19	0 0 21	6 16	16 inches by 8 inches.
Potatoes, Dukes, &c.	31 11	" "	31 11	0 0 4	0 15	30 inches by 18 inches.
Flax, Dutch,	20 4	" "	20 4	0 2 20	12 12	Broadcast.
"	51½ stones fibre.	17½ cwt. meal,	" "	0 0 22	7 st. 1 lb.	
"	"	8 16 straw,	2 tons & 19 lbs.	0 8 8	1 12	12 inch drills.
Wheat, Mummy,	2 tons & 19 lbs.	" "	16 10	0 0 30	3 2	Broadcast.
Oats, Angus,	Cut green for soiling.	" "	19 14	0 0 30	3 14	Ditto.
Vetches, Dutch,	" "	" "	Two cuttings.	1 0 10	22 16	Ditto.
Grass for soiling,	" "	" "	21 9	0 0 2	" "	Ditto.
Rape in seed-bed,	Transplanted in Aug.	" "	" "	0 0 2	" "	Ditto.
Cabbage Plants, ditto.	Transplanted in July.	" "	" "	0 0 2	" "	Ditto.
Total quantity of ground cultivated on the Model Farm this year,						4A. 0R. 4P.

A LIST OF AGRICULTURAL PUPILS WHO WERE IN TRAINING ON THE LARNE MODEL FARM,
DURING THE YEAR 1850.

Names of Pupils.	Date of Admission.	Where from.	Occupation of Parents.	Religious Denomination.	Names of Patrons.	Committee of Patrons.	Date of leaving.	Removed to.
John Keating, .	March, 1848,	Kilwaughter,	Farmer,	R. Catholic,	John Redmond, Esq.	Antrim,	Nov.	Glensnevin Model Farm.
James Smyth, .	May, 1849,	Larne, .	Do.	Presbyterian,	Doctor Kirkpatrick,	Dublin,	June,	Do.
Wm. Mitchell, .	Sept., "	Bushmills,	Do.	Do.	Sir Edward McNaughten, Bart.	Antrim,	Dec.	Home, being in- disposed.
Wm. Flood, .	" "	Sligo, .	Do.	R. Catholic,	Colonel Whyte,	Sligo,	Sept.	Glensnevin Model Farm.
Lawrence Purcell,	" "	Dublin,	Merchant,	Do.	L. Purcell, Esq.	Dublin,	—	Yet in training.
Edw. Blackthurst,	" "	London, .	Proprietor,	Presbyterian,	J. Buchanan, Esq.	Middlesex,	June,	London to a Mer- chant's Office.
Agnew Ferguson,	May, 1850,	Larne, .	Farmer,	Unitarian,	Doctor Kirkpatrick,	Dublin,	—	Yet in training.
James Gramale,	" "	Do.	Shopkeeper,	R. Catholic,	Rev G. Garland,	Antrim,	—	Yet in training.
John Anderson,	June, "	Ballure,	Farmer,	Protestant,	C. R. Dobbs, Esq.	Antrim,	Dec.	Home.
James Kennedy,	" "	Dublin, .	—	R. Catholic,	The Dowager Mar- chioness of Clanricarde,	Dublin,	Dec.	Ballyhaise, ap- prenticed.
John Rea, .	Sept., "	New York,	Merchant,	Presbyterian,	S. Rea, Esq.	New York,	—	Yet in training.
John Mc Kay, .	October,	Glenarm,	Farmer,	R. Catholic,	Rev. A. Coslett,	Antrim,	—	Yet in training.
Hall Reeves, .	Nov., "	Kingstown,	Proprietor,	Protestant,	James Kelly, Esq.	Dublin,	—	Yet in training.
Bernard Kearny,	Dec., "	Ardee, .	Farmer,	R. Catholic,	Thomas Fortescue, Esq.	Louth,	—	Yet in training.

VALUATION AND INVENTORY TAKEN ON 31ST DECEMBER, 1850. VALUATION AND INVENTORY TAKEN ON 31ST DECEMBER, 1849.

1850.		1849.	
VALUATION AND INVENTORY TAKEN ON 31ST DECEMBER, 1850.	VALUATION AND INVENTORY TAKEN ON 31ST DECEMBER, 1849.	VALUATION AND INVENTORY TAKEN ON 31ST DECEMBER, 1850.	VALUATION AND INVENTORY TAKEN ON 31ST DECEMBER, 1849.
LIVE STOCK,	LIVE STOCK,	£ s. d.	£ s. d.
Four Cows,	Four Cows,	24 0 0	33 10 0
Three Heifers,	Three Heifers,	5 0 0	7 10 0
Four Pigs,	Four Pigs,	4 0 0	5 0 0
One Donkey,	One Donkey,	1 0 0	1 0 0
Poultry, .	Poultry, .	0 3 0	0 9 0
34 3 0	46 9 0		
DEAD STOCK,	DEAD STOCK,	£ s. d.	£ s. d.
Potatoes, 50 cwt., 3s. 6d.,	Beans, 10 bushels, 8s.,	8 15 0	4 0 0
Turnips, 10 tons, 13s. 4d.,	Turnips, 4 tons, 13s. 4d.,	6 13 4	2 13 4
Carrots, 5 cwt., 2s.,	Carrots, 16 cwt., 1s. 4d.,	0 10 0	1 1 4
Mangel, 10 tons, 20s.,	Parrots, 1 ton, £1 10s.,	10 0 0	1 10 0
Cabbages,	Mangel, 4 tons, 20s.,	2 10 0	4 0 0
Cabbage Plants,	Cabbages,	3 0 0	3 10 0
Straw,	Cabbage Plants,	5 0 0	1 10 0
Manure Heap,	Hay,	6 0 0	2 0 0
Rape,	Straw,	3 0 0	6 10 0
Farming Implements,	Grass Seeds,	8 2 6	0 8 0
53 10 10	Manure Heap,		6 0 0
£87 13 10	Farming Implements,		7 9 6
			39 12 2
			£86 1 2

LARNE MODEL FARM.

Dr.

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EXPENDITURE.		RECEIPTS.	
January 1,	To amount of Valuation at Commence- ment of year, . . .	Feb. 23, June 8,	By amount for one Cow sold Butcher, .
" 26,	" paid for Bean Meal, . . .	" "	" " four Calves since com- mencement of year, . . .
February 2,	" Turnips, . . .	October 5,	" Wheat Straw, . . .
" 9,	" Spedes, . . .	" 12,	" Wheat, . . .
" 12,	" Seed Potatoes, . . .	" 19,	" Pork, . . .
March, 2,	" Seed Wheat, . . .	" "	" Flax, . . .
" 2,	" Seed Wheat, . . .	" 16,	" one Cow, . . .
" 4,	" Manure, . . .	Novem. 16,	" four young Pigs, . . .
" "	" Hay, . . .	" "	" 30 cwt. Mangold, . . .
" "	" Oats, . . .	Decem. 14,	" Potatoes & Vegetables con- sumed in family, . . .
" "	" Cabbage Plants, . . .	" 31,	" Dairy produce—milk and Butter sold, . . .
Decem. 14,	" Grazing young Stock, . . .	" "	" " do. used in family, . . .
" "	" Farm Seeds during year, . . .	" "	" Valuation at end of year, . . .
" "	" Oat Straw, . . .	" "	
" "	" Year's Rent, . . .	" "	
" "	" Poor Rates, . . .	" "	
" "	" County Cess, two terms, . . .	" "	
" "	" Miscellaneous, . . .	" "	
" "	" Labour in Cash, . . .	" "	
	Profit and Loss being Gain, . . .		Total, . . .
	Total, . . .		178 12 7

APPENDIX 14.—BALLINAKILL MODEL FARM—County Galway.

March, 1851.

SIR,—In accordance with your instructions, I beg to submit the following account of my proceedings on the farm in connexion with the Ballinakill Model Agricultural School. The quantity of land originally attached to the school was 6A. 1R. 23P. statute measure, on which a five-course shift had been followed. The school ceasing to be ranked as one of the Commissioners' Ordinary Agricultural Schools, there were 2A. 3R. 0P. added to the farm, leaving it at present to contain 9A. 0R. 23P. statute; of this 3R. 20P. are occupied by house, offices, and garden, the remainder being divided into five equal parts to suit the five-course rotation which is here followed.

On entering on the farm in April, 1843, I found it an uncultivated waste, covered with heath and dogrushes; the surface soil, of an average depth of five inches, rested on a poor, tenacious, blue clay, and though the literary teacher had the land rent free, he never attempted to cultivate a perch of it. My first object was to build the farm-house and offices (towards which my patron, the late Sir John Burke, Bart., advanced £130), choosing the centre of the farm as the most desirable site on which to build, as the manure could be removed to all parts of the farm with less expense than if built at either end. The land was intersected by three crooked fences, the base of one of which, with a large gripe at each side, occupied 25 feet in width. Having properly scoured and sewered the gripes, I then levelled the fences. A valuable heap of compost from the scouring of the gripes and moats, with which I mixed fifty barrels of lime, more than compensated for the labour attending the removal of them. Entering on the farm so late in the year as April, and having no manure, the paring and burning of No. 1 field of the rotation for potatoes and turnips was my only alternative. Having ploughed No. 2 field of the rotation into 9 feet sets for oats, and applied the above mentioned compost, it produced an excellent crop. No. 3, I thorough drained and dug during the summer, leaving it in fallow until the following spring, when it was sown with oats. Having 40 cart loads of ashes to spare from the burning of No. 1 field, owing to the large quantity of coarse vegetable matter which the paring of the sward produced, I was enabled to add them to the oat soil. It may be remarked that the ashes were kept perfectly dry during winter. Nos. 4 and 5 fields were left to be equally treated as Nos. 2 and 3, the second year, with the exception that a compost of road scrapings, scouring of hedges, and lime was applied to No. 4, instead of ashes.

Having once procured a green crop, which was principally turnips, I was enabled to house feed two cows the second year, from which I was left a valuable heap of manure; and if a farmer can procure a sufficiency of this valuable material he has only to put his shoulder to the wheel and it will turn the right way for him. The importance of attending to manure I have at all times endeavoured to impress on the farmers in my neighbourhood. I commenced myself without (I can justly say) any capital. My proceedings were slow, yet sure; and on the portion of my salary, which I spared from my own private wants, I was enabled to carry out the system of improved farming, as shown at Glasnevin. On my arrival in the locality in which I am

placed, there were not more than three or four persons cultivating turnips—there are at present as many hundreds. Perhaps the number would be less were it not for the failure of the potato crop, and the kindness of the patron, who annually purchased £60 worth of genuine seeds, which I gave out at cost price, telling the persons the time of sowing, the quantity of seed per acre, and the proper mode of culture, &c.

Owing to the increase of the farm during the past year, the order of the rotation could not be carried out as heretofore.

The farm being at present divided into five equal parts, it was cropped last year, as follows:—1st field, Potatoes, turnips, and mangel; 2nd, oats; 3rd, vetches and rape; 4th, oats; 5th, grass 2nd year.—The annexed table shows the produce per acre, time of sowing, &c. The field intended for green crops, which are always preceded by oats on ley, is invariably trenched from 16 to 18 inches deep, the work being commenced the moment the corn is removed.

Mode of trenching in 1849 for the green crops of 1850.—In sowing the oats the previous spring the sets were left 10 feet apart, in order that every second furrow should become the line of drain intended to be made as soon as the crop should be removed. Having formed the drains three feet deep, 18 inches at top, and 4 at bottom, and filled them with broken stones to a depth of 12 inches; they were covered with furze and part of the surface soil, leaving an opening of 18 inches deep over each drain. The plough then going up one side threw a furrow slice 9 inches wide by seven deep, into the opening, and returning the other side doing same, left 18 inches wide of the subsoil exposed, to be placed by the spade over the surface soil thrown down by the plough. Expense per statute acre:—plough, 2 days, 10s.; 24 men, at 8d., 16s.; total, £1 6s.

The green crop field last year was ribbed up, exposing the greatest surface by the spade, at £1 per Irish acre (12s. 4d. statute).—2nd field, oats on ley.—The land is ploughed into 9 feet sets about the middle of December; depth of ploughing, 5 inches by 7 wide, by which the furrow slices are laid at an angle of 45°, thereby exposing the greatest amount of surface to the beneficial action of the air and frost, and affording the greatest cover to the seed. The oats were sown the first week in March, at the rate of 10 stone per acre. The furrows are dug during winter for additional covering, as I find that the crop is always better, both in grain and straw, when covered heavily. Nos. 3 and 4 being in grass require no remarks. No. 5 is always either barley or oats (laid down with grass seed and clover), succeeding manured green crop. The corn is sown broadcast at the rate of 8 stone per statute acre, getting three turns of the harrow, two on the length and one across.

The grass seeds and clover are sown immediately after the corn, at the rate of three bushels of Italian rye grass, and 9lbs. of red clover per statute acre, covered with a light seed harrow and roller. The cultivation of potatoes and turnips, in alternate rows, has been carried out with much success during the past five years. As soon as the blight made its appearance on the stems and leaves of the potatoes, I got the earth removed from between the first two drills, into which a reasonable share of manure was put. The opening of the next drill went to fill the last opened, and so on, until the whole

had been done. Having then sown white globe turnips (being too late for better descriptions), the crop generally averaged 16 tons, with half a crop of potatoes.

Stock on the Farm—Three cows, one heifer, two calves, and three pigs, all of which are house-fed. The cows are cleaned, bedded down, and fed at 6 o'clock, A. M. They get six feeds daily, alternating green or soft food with hay or fresh straw.

Management of Manure—The dung heap is placed at north of cow-house, piggeries, and privy, where there is a tank to receive the liquid manure. A layer of peat mould 12 inches in depth, is placed under the manure, and also kept raised round it as the heap rises; when it becomes saturated with the drainings of the manure it is put in layers on the heap, and its place filled up with dry mould. A compost of ashes and night soil is always prepared and put over the farm yard manure in the turnip drills, which rushes the turnips into rough leaf before the fly can attack them.

School department.—The pupils reading the 3rd, 4th, and 5th class books receive one hour's instruction daily in agriculture and the sciences connected with it. An industrial class of 12 boys, selected from the most advanced and meritorious, receive one hour's instruction, and work an hour on the farm (Saturdays two), for which the patron pays six-pence per week to the best six in the class.

The Woodford and Irish Wasteland National Schools are each three and a-half miles distant from the Ballinakill Model Agricultural School, and in each of these on one day in the week, I give one hour's instruction in agriculture. In my absence on the above-mentioned days the indoor pupil takes charge and instructs the agricultural classes. In addition to the present farm, four acres will be under a four-course shift as soon as possible. The quantity of land at present in my possession is about 30 statute acres, on the greater part of which I would follow different rotations, were it not that the offices originally built for a four-acre farm are not adequate to accommodate the required number of stock, &c.

Should the Commissioners be pleased to give a small grant (the school being vested) for the building of an additional range of offices, the system could then be fully carried out.

I am, Sir, your obedient servant,

JOHN CAMPBELL,
Teacher.

TO DR. KIRKPATRICK,
&c., &c.

WEIGHTS PER IRISH ACRE OF THE CROPS GROWN ON THE BALINAKILL MODEL FARM, 1850.

Name of Crop.	Quantity of Land.	Produce per Irish Acre.	Total Value.	Distance of Plants.	When Sown or Planted.	Remarks.
TURNIPS, Skirving's Improved } Swedes, .	A. R. P. 0 2 20	Tons cwt. qrs. lbs. 28 16 0 0	£ s. d. 8 13 4	Inches. Inches. 10 by 27	15th May,	{ This Crop would have been one-third better were it not that the Seed was a mixture of Irish Rape and Turnips.
MANGLES, Long Red, .	0 0 20	21 5 1 4	2 13 4	10 by 27	1st May,	
Red Globe, .	0 0 10	21 5 1 4	1 6 8	10 by 27	20th April,	
POTATOES, Maiden's Blushes, .	0 1 0	8 0 0 0	8 0 0	6 by 27	20th February,	
PARSNIPS, Hollow Crown, .	0 0 20	10 0 0 0	3 6 8	6 by 12	15th March,	
CABBAGE, Flat Dutch, .	0 0 10	60 0 0 0	3 15 0	24 by 30	20th February,	
OATS, Eng. White Holland,	1 3 0	3 1 1 0	16 12 0	Broadcast.	20th February,	

VALUATION, ETC., 1850.

VALUATION, ETC., 1851.

VALUATION, ETC., 1850.		VALUATION, ETC., 1851.	
	£ s. d.		£ s. d.
One Horse,	5 0 0	Oats, 5 stacks (35 barrels),	17 10 0
Two Cows,	12 10 0	Potatoes, 1 rood (40 cwt.),	8 0 0
One Heifer,	8 0 0	Turnips, 2 roods 20 perch. (18 tons)	8 13 4
Two Calves,	2 0 0	Parsnips, 20 perches (25 cwt.)	3 6 8
Ten Sheep,	12 0 0	Mangels, 30 perches (3 tons 12 cwt.)	3 12 0
One Pig,	2 0 0	Cabbages, 10 perches (3 tons 15 cwt.)	8 0 0
Poultry,	0 16 8		44 3 0
Wheat, 10 bushels,	2 10 0	Three Cows,	28 0 0
Oats, 36 barrels,	18 0 0	One Heifer,	5 0 0
Barley, 12 barrels 3 stone,	7 0 0	Two Calves,	3 0 0
Turnips, 3 roods,	15 0 0	Three Pigs,	2 2 0
Carrots, 10 perches,	1 0 0	Poultry, 14,	0 16 8
Parsnips, 10 ditto,	1 6 0		38 18 8
Mangels, 30 ditto,	3 0 0	Cart and Harness,	2 10 0
Cabbages, 8 ditto,	1 4 0	Plough,	1 15 0
		Harrow,	0 15 0
Cart and Harness,	2 10 0	Hand Roller,	0 2 6
One Plough,	1 15 0	Barn Implements,	0 4 6
One Harrow,	0 15 0	Working Tools,	1 7 9
Hand Implements,	0 2 6	Dairy Utensils,	0 12 3
Barn Implements,	0 4 6	Proportion of permanent Improve- ments to be carried to next year,	0 14 11
Working Tools,	1 14 10	Miscellaneous Articles,	5 15 1
Dairy Utensils,	0 12 3		18 17 0
Miscellaneous Articles,	9 2 6		
Total,	103 3 3	Total,	91 17 8

FARM ACCOUNT FROM JANUARY, 1850, TO JANUARY, 1851.

Dr.

Cr.

EXPENDITURE.		RECEIPTS.	
	£. s. d.		£. s. d.
To Amount of Stock and Produce, 1850,	108 3 3	By Cash for Potatoes and Parsnips,	2 10 2
" Paid for Labour,	16 10 6	" For One Cow sold,	7 0 0
" One Year's Rent,	6 17 6	" For 17 barrels 3 stone of Oats,	8 12 0
" Paid for One Cow,	5 15 0	" Dairy Produce sold,	6 5 9
" Paid for Seeds,	0 17 11½	" Ditto used in house,	13 16 0
" Paid for Implements,	3 9 0	" 17 barrels of Oats for house,	8 0 0
" Paid for Repairs of do.,	1 5 0	" 10 Sheep sold,	15 0 0
To Profit and Loss, for balance, being gain on } the year,	28 19 11½	" One Horse ditto,	5 0 0
		" Six young Pigs ditto,	3 12 0
		" Eggs sold,	0 4 7
		" Poultry sold and used in house,	2 0 0
		" One Pig killed for use of house,	3 0 0
		Amount of Valuation at close of year, as per } Statement annexed,	91 17 8
	£106 18 2		£106 18 2

APPENDIX 15.—MODEL FARM, GLANDORE—County Cork.

April, 1851.

SIR,—In compliance with your request, I beg to send you an account of my first year's proceedings. Operations commenced in January, 1850, consisting chiefly, for the first three months, in preparing ground for green and grain crops, levelling old useless fences, and draining. The subsequent period was devoted to the management of the various crops, &c.

Owing to the incompleteness of the offices we were deprived of the advantages of house-feeding, and the consequent production of manure, up to the 1st of September, at which period three cows and six pigs were purchased.

The farm being in a very exhausted and dirty state, much manure and labour were required to improve it. The manure consisted of 15 cwts. of guano, coral sand, sea-weed, and a small quantity of farm-yard manure; although sparingly applied, the green crops, on the whole, were good: but this was principally owing to the deep and careful preparation of the land, and the frequent application of the drill-harrow and hand hoe, without which weeds would have taken the place of the crops.

Having much permanent improvements to effect, a corresponding expenditure was necessary to accomplish them. We felt a great drawback to our exertions in not possessing the advantages of an Industrial Class, the members of which could have been profitably employed in the lighter descriptions of farm work, as the picking of weeds, gathering stones, hoeing crops, &c.

Regarding the flax crop, I feel great pleasure in expressing my conviction of its value as an article of cultivation. The many advantages which it possesses, not the least of which, as experienced by us, was the valuable crop of transplanted rape and Swedish turnips (the latter producing upwards of 12 tons per statute acre), which were dibbled the sixth of August, the day after the crop was removed, entitle it to attentive consideration. It was sold in its raw state at the hot-water steeping flax factory at Dromileague. Next season I intend to prepare it on the premises for the market.

Owing to the depressed circumstances of the inhabitants, and the scanty population of the locality, occasioned by the calamities of the past few years, great difficulties must be expected here in carrying out the system of Agricultural Education. The residences of the farmers being dispersed over an extensive area of country, it is reasonable to expect the attendance of their children at the schools must be proportionably thin; but I do hope that by the formation of an "Industrial Class" (the members of which would be chiefly farmer's sons), the benefits of our institution will be brought home to the doors of their parents by the agency of their children. Such young monitors of social and agricultural reform will evidently work by little and little upon the prejudices and ignorance of their districts, until a complete ascendancy will be obtained by the happy example of their own proceedings. As we cannot expect a large attendance of pupils, owing to the causes previously stated, I would respectfully suggest a greater number of Agricultural Boarders to be allotted to this institution.

The Glandore School possesses a central situation

with reference

to other National Schools, so that the advantages of my position will enable me to impart instruction in the principles of improved agriculture to the pupils attending the latter, as well as to those attending the Glandore School. The total number of pupils receiving agricultural instruction at the schools amounts to about 50.

If the members of a selected class were to receive some small gratuity, it would act as a stimulus to industrial habits, and encourage their regular attendance at the farm and school.

The obstacles which lie in the way of our success, are of such a nature, that personal experience of the locality can alone enable a person to form a just estimate of them. But I do hope that by persevering industry, and steady example, the objects of the Commissioners will ultimately lead to a real, a solid, and a happy improvement in the means, the comforts, and the character of the people.

I beg to conclude by returning W. F. Barry, Esq., my best thanks, for his kindness, co-operation, and willing assistance in forwarding the interests of this institution, which cannot but be a source of much gratification to you as it has been beneficial to me.

Your very obedient servant,

JOHN KENNY.

*Thomas Kirkpatrick, Esq.,
Agricultural Inspector, Dublin.*

TABLE EXHIBITING THE QUANTITY OF GROUND UNDER EACH CROP,
AND THE ESTIMATED PRODUCE.

Area of Ground.			Name of Crop.	Produce.	Remarks.
A.	R.	P.		Tons cwt. qrs. Not ascertained.	
1	2	0	Oats with seeds, . . .	— —	The manures employed for green crops were principally guano, coral, sand, and seaweed.
5	0	0	Oats only, . . .	— —	
0	1	0	Flax, . . .	1 16 0	
1	2	0	Mangels, . . .	20 0 0	
2	3	20	Swedes, . . .	16 0 0	
1	0	0	Aberdeens, . . .	20 0 0	
0	2	20	White Turnips, . . .	22 0 0	
0	2	20	Potatoes, . . .	— —	
0	2	0	Carrots, . . .	14 0 0	
0	2	10	Cabbages, . . .	— —	
0	2	20	Vetches, . . .	10 0 0	
2	0	0	Grass (hay), . . .	2 10 0	
			do. (soiling), . . .	— —	

Dr.

SUMMARY OF THE YEAR AND BALANCE SHEET.

Cr.

EXPENDITURE.		RECEIPTS.	
	£ s. d.		£ s. d.
To amount paid, Seeds.	7 11 9½	By amount received for roots,	4 9 9
" " Manure,	13 9 4	" " two Calves,	0 5 6
" " Labour,—		" " Dairy Produce,	6 9 3
Horse,	4 17 7½	" " Valuation, &c., inclusive	
Manual,	34 4 4½	of one half permanent	
Permt. Improve-		Improvements,	130 4 11½
ment,	11 15 4½	" " Roots previous to Valua-	
" Cows,	50 17 4½	tion, 10th February,	9 7 6
" Pigs,	21 11 0	" " Dairy Produce previous	
" Horse,	6 13 0	to Valuation,	1 18 6
" Poultry,	0 12 0		
" Implements,	20 2 1½		
" Dairy Utensils,	1 15 10		
" Sundries,	21 10 6½		
" Rates,	1 4 6		
" Profit and loss; gain on the year,	1 7 11½		
	152 15 5½	Total,	152 15 5½

Glandore, April 14, 1851.

Having acted as Patron of the Glandore Agricultural Model School up to a recent period, and continued subsequently to feel a deep interest in its advancement and success, I trust I may be permitted to express the favorable opinion I entertain of the result of last year's operations on the farm. I have read with attention the annexed Annual Report, and I fully concur in the importance of having an Agricultural Class of Boarders established on the completion of the buildings, which are now in a very forward state.

The green crop and flax experiments have been very satisfactory, and the spring cultivation of the year on the farm is judicious and advanced.

In offering the above remarks, I consider it due to the Agriculturist, Mr. Kenny, to record the very high opinion which I continue to entertain of his character for intelligence and close attention to the duties of his situation.

WILLIAM FITZJAMES BARRY, J. P.

APPENDIX 16.—MOUNT TRENCHARD CENTRAL MODEL AGRICULTURAL SCHOOL—County Limerick.

1st March, 1851.

SIR,—As you wish me to give a Report of my proceedings on the Mount Trenchard Central Model Farm, I now do so as briefly as possible.

When I was first appointed as superintendent, I found the land in very bad condition, a portion of it in grass, and the remainder poor exhausted stubble, which had previously given two crops of oats in succession, and the whole very much in want of drainage. I first turned my attention to the exhausted stubble land, all of which I had properly cultivated, cleaned, and manured with farm-yard dung, purchased from some of the small land-owners in the neighbourhood; and though far advanced in the season before I was enabled to commence operations, I had, in due time, average crops of turnips, mangels, rape, and vetches. My sole object in this instance was to renovate the worn out part of the farm; and having to pay cash for manure—manual and house labour at a high rate—coupled with numerous other disadvantages, I did not anticipate a profitable return on the outlay; still I found I was not a loser.

I next commenced draining, and building the new boundary fence, 124 perches in length—cutting off the Model Farm, of 30 statute acres, from Lord Monteagle's home farm. This fence is entirely formed of earth, faced with sods at both sides, having thorn quicks planted at the bottom, and furze seed sown on the top. It is from $4\frac{1}{2}$ to 5 feet high, stands on a base of $5\frac{1}{2}$ feet, tapering gradually and equally at either side to about 14 inches wide at the top, and while it occupies but little space, and presents a handsome appearance, it is of infinite advantage to the farm by affording shelter from the north-west winds, which we generally find injurious to the more elevated lands lying along the southern bank of the Shannon.

The portion of the farm drained is about 25 statute acres, part resting on a pretty retentive clay subsoil, and part on a bed of clay

slate, not difficult to be cut. The former was drained 3½ feet deep, and 25 feet apart—the latter to a similar depth, where practicable, and over 30 feet asunder. The number of perches, statute measure, including main, sub-main, and main drains, is 2234½, all laid with pipe tiles (of dimension suited to the quantity of water to be discharged), carefully set, collared, and covered with a sod taken from the field.

The dryness of the soil, after the late unusually wet winter, compared with its former very wet condition, is a sufficient test of the efficiency of the drains, and I am glad to say the results are most satisfactory.

A large portion of the farm being occupied with crooked and useless fences, I had them all levelled, amounting to 219 statute perches, and the farm is now laid off into fields of equal dimensions, suited to the four and five-shift rotations; having no interior fences, the line of boundary between each field or division is merely marked by a green sod, six inches wide. I have also lockspitted the line of farm road, and when the press of the more important farm operations is over, I intend to have it finished in good time before having to cast in the grain crop, &c.

I am now engaged preparing for the crops of the ensuing year; and as the land is very uneven—banks of earth in some places, hollows, and deep furrows in others, with a good supply of furze bushes and stones—I find it better to do the work principally with the spade, which leaves the land in good condition, and affords employment to some labourers who might otherwise be in the work-house. For digging lea for oats I paid one pound per statute acre; and when carefully done, it harrows down freely, giving sufficient covering for the seed. I have all the potatoes planted, beans and vetches sown, and am now progressing with the sowing of the oats. I may also add, that I have about three acres prepared for flax. I hope to have the different crops in early, which will enable me to give more time to the other numerous works connected with a newly begun farm.

The farm buildings are in progress of erection, and I hope will be completed before I can have food for the keep of stock. I have good hopes of obtaining a class of boarders from amongst the farmers' sons, as three persons have already made inquiries on the subject, and seemed anxious about sending their sons. All I should think necessary is to have the charge of admission as moderate as circumstances will admit. The farmers of the district seem to know and appreciate the benefits likely to be derived from such an institution in the neighbourhood; I hope, therefore, I am justified in saying, there can be little doubt of its success.

I have formed an Agricultural Class in each of the following National Schools—Mount Trenchard, Foynes and Shanagolden; and I give Agricultural Instruction in the following order—at Mount Trenchard School, on Mondays and Tuesdays, from half-past nine till ten; at Foynes, at the same hour, on Wednesdays and Thursdays; and at Shanagolden School, on Fridays and Saturdays, from half-past nine till ten. The number of Pupils in each Agricultural Class is respectively—Mount Trenchard 10, Foynes 9, and Shanagolden 25; and as the Schools are not yet fully attended, I expect at a more advanced period, to have a much greater number.

I think it my duty to remark, that I find the Pupils anxious to acquire Agricultural Information, and the Teachers of the Schools desirous to give me their assistance in carrying out the system of Agricultural Instruction, particularly Mr. O'Reilly of the Shanagolden School, who is very zealous in aiding me. In due time an "Industrial Class" will be formed from amongst the boys at the National Schools, to assist in the work of the farm, and when the establishment is in full operation, both this Class and the Class of Boarders will have the great advantage of seeing the different works on Lord Monteagle's home farm (his Lordship having most kindly suggested the principle and sanctioned the privilege),—the breeding, rearing, and management of cattle and sheep; dairy husbandry; draining; sub-soiling; fencing, &c.; in short, the management of a Nobleman's Farming Establishment on an extensive scale, which will be of incalculable benefit to young men who intend following the profession of farmers, stewards, or agriculturists.

I am trying some experiments with Peat Charcoal, prepared by myself on the principle recommended by Professor Hodges; and, as I intend submitting a statement of the results at the end of the year, it is not necessary to enter into details at present.

I remain, Sir,

Your obedient servant,

P. O'CONNOR.

To T. Kirkpatrick, Esq.

APPENDIX 17.—SALLYBANK MODEL AGRICULTURAL SCHOOL— *County Clare.*

28th January, 1851.

SIR,—In compliance with your directions I beg to submit the following report of the farm in connexion with the Sallybank Model Agricultural School.

The farm consists of 8 acres, statute measure; 2 roods of which have been laid out for a kitchen garden, and 2 roods more are occupied by road, boundary fences, and waste along the stream, which forms the southern boundary—thus leaving for farming purposes seven acres, which are divided into five nearly equal parts, for a five-course rotation.

The land, which is naturally very poor, was completely exhausted when it came into my possession in February, 1848. The greater portion of it was stubble, after two or more miserable crops of oats, the remainder had been "*resting*" for a year or two. There were scarcely four inches of surface soil on any of it. During the Spring and Autumn of 1848, I removed upwards of 100 perches of useless fences, which had divided the land into six fields. I have now completed 300 perches of drains (28 feet apart, and from 3 to 3½ feet deep), at an average expense of 8d. per perch. Another source of great expense was clearing the ground of stones. Some idea may be formed of the magnitude of this work from the fact, that in last September, when digging the plot intended for green crops this season, no less than 80 tons of stones were removed from two roods of ground.

I have now expended £25 on draining, removing fences, and clearing the ground. Land in such a wretched state required other improvements in addition to these. As it would grow no crops without an abundant supply of manure, I have purchased £15 worth of dung during the last three years, in addition to what has been made on the farm, and in return I have the pleasure of seeing my crops improving every year. I am convinced that those who saw the wretched state in which the land was three years since, would now be surprised at the change which has been effected in that short period. The produce last year was, of turnips, 24 tons to the acre; mangels, 18 tons; and of parsnips, at the rate of 12 tons per acre. The highest return of grain yet obtained is 10 barrels of oats to the acre; it will not grow wheat for some years.

I endeavoured last year to establish the rotation as follows:—No. 1.—Grass the first year; this division was drained and manured for green crops in 1848, and laid down with clover and grass seeds in 1849. No. 2.—Oats, with clover and grass seeds. No. 3.—Potatoes, mangels and turnips, in nearly equal proportions. No. 4.—Oats on lea. No. 5.—Winter and spring vetches, as substitutes for the second division of grass. The crops for the present year will be:—No. 1.—Grass the second year. No. 2.—Grass the first year. No. 3.—Oats, with clover and grass seeds; (in this division there is a small plot of winter vetches.) No. 4.—Green crops. No. 5.—Where winter vetches had been, was planted with cabbages and rape last August, to be succeeded with oats and flax in spring, and the remainder of the division, where spring vetches had been, was sown with bere and rye last October. I may here remark that when I entered on the farm in 1848, I could only keep one cow; in 1849, I kept two; and in 1850, with the assistance of a little hay, which I purchased, I was enabled to keep three cows and a heifer, together with two, and sometimes three pigs.

The number of Pupils receiving instruction in the Agricultural Class varies from 16 to 20. Some of them have induced their parents to grow turnips, parsnips, and other green crops. No grant has yet been made towards the maintenance of Agricultural Boarders; but an Industrial Class, consisting of six boys, was established in February, 1850, four of whom are paid by the Commissioners, and two by myself. They are very useful in feeding and cleaning the cows, and assist in performing most of the operations of the farm.

General Remarks.

The division for green crops is dug from 10 to 12 inches in autumn; it is again dug in spring—harrowed, weeds removed, and drills opened for the different crops, to which manure is applied at the rate of 48 tons to the acre, or one-half that quantity, with four cwt. of guano. When sowing corn the following spring, lime is applied at the rate of 40 barrels to the acre, as without it the land would not grow clover. Besides the deep digging for green crops, the furrows of the lea ground sown in oats, of that under vetches, and the other crops grown in ridges, are subsoiled.

The channels behind the cows is filled with bog mould three times a week to absorb the liquid, and a layer of bog mould is occasionally mixed with the manure in the pit. As I will this year have

manured the whole of the farm once, and parts of it twice, I expect I will have to purchase little or no manure in future, except lime.

It may be seen from what I have stated, that most of the work has been done by manual labour. I only paid two pounds for horse work during last season, and nearly the half of that sum was for removing stones off the ground.

The following is a copy of the Balance Sheet for the last year's transactions:—

	£	s.	d.		£	s.	d.
To amount of Valuation,				By amount received for			
1st January, 1850,	-	44	14 6	grain, - - -	3	8	5½
" Rent and Taxes, -	-	5	14 8	" Do. for potatoes, &c., -	5	0	0½
" Cash paid for lime,				" Do. for cattle sold, -	11	2	0
seeds, manure, &c., -	14	8	1½	" Do. for dairy produce, -	24	15	1½
" Do. for cattle, -	-	6	6 6	" Do. for eggs & poultry, -	5	2	3
" Do. for implements, -	0	4	0	" Do. of Inventory and			
" Do. for repairs of im-				Valuation taken at close			
plements, - - -	0	1	7	of the year, - - -	53	5	6
" Do. for labour, -	-	22	10 3½				
" Profit & loss for balance,							
being gain on the year, -	8	13	8½				
	£102	13	4½		£102	13	4½

The amount paid for seeds, lime, &c., appears high; but it must be remembered that this sum includes hay purchased for the cows, bran and Indian meal for the pigs, and other items of that nature.

The amount paid for labour seems high also; but in it are included £5 for the labour of the pupils; £5 4s. for the services of servant maid for milking and attending the cows, pigs, and poultry; and 15s. for fuel consumed for dairy and other purposes, together with the sum of £4 expended on permanent improvements.

The amount received for grain is very low—some of the oats was given to the pigs and poultry. The sum received for root crops, was the value of the potatoes and other vegetables consumed by the family.

I have the honor to be, Sir,

Your obedient servant,

JEREMIAH RYAN.

To T. Kirkpatrick, Esq., M.D.

APPENDIX 18.—KYLE PARK AGRICULTURAL SCHOOL.

March 10, 1851.

SIR,—At your request I send you the following account of my proceedings on the farm connected with the Kyle Park Agricultural School, for the past year.

The farm contains 16 acres statute measure, and consists of a calcareous soil, naturally poor, and very shallow, with a clay subsoil of a hard nature; a portion of it approaches peat, which has been much improved by the application of clay. It is divided into five nearly equal parts, worked on a five course rotation, and is cropped as follows, viz.:—One-fifth, green crops

manured; one-fifth, oats on lea; one-fifth, grass, second year; one-fifth, grass, first year; one-fifth, wheat and barley laid down with grass seeds. The division intended for green crops was dug early in winter to the depth of sixteen inches, and all stones thrown on the surface; it was cropped with potatoes, turnips, and mangels. The potatoes were sown at two different periods, namely, in March and April; the drills were 30 inches apart, sets in drills 12 inches asunder; the produce was about half a crop. The mangels were sown the 6th of May, in drills 28 inches apart, and the plants in drills were 12 inches asunder; produce of roots 35 tons to the acre. The turnips were sown the 4th of June, in drills 28 inches apart, and plants in drills 10 inches asunder; produce of roots 28 tons to the acre. I may mention that there was a failure in this crop, the cause of which I attribute to the great quantity of subsoil brought to the top.

The oat crop was sown in the middle of March, quantity of seed 12 stones to the acre; produce of grain 16 barrels to the acre. In the shallow parts of the field, this crop suffered much from drought, and was also slightly attacked by the wire-worms, but their progress was soon retarded by a heavy rolling.

The wheat was sown on the 20th of November. The ground, after the green crop was removed, received a deep ploughing, and afterwards harrowed finely; the drills were formed with a one-horse plough, 12 inches apart; the seed was sown broadcast, at the rate of 12 stones to the acre, and harrowed in, the ground being made perfectly level by a double turn of the harrow.

The barley was sown the 1st of May, in drills 14 inches asunder (the ground, of course, received a similar treatment to that described above); quantity of seed 10 stones to the acre; both crops yielded a fair return.

The division under grass, 2nd year, was pastured, the cows being turned on it in the cool of the day. The division under grass, 1st year, fed from the 4th of May to the 20th of September, 4 cows and a pony, and afterwards returned from three to four tons of hay. I obtained from part of this field three cuttings of grass, and two from the other. This year I intend to top-dress after each cutting, with peat-mould saturated with liquid manure from the tank.

Besides the above-mentioned crops there are stolen crops of vetches and rape, which do not interfere with the regular crops of the farm.

I also introduced flax as a crop last season, which did remarkably well. I am sorry I cannot enter into detail about it at present, as the prepared flax is not yet disposed of.

My stock at present consists of four cows, two calves, one pig, and a pony. The pony is fed in the house, the cows are fed partly in the house and partly outside, and are curried twice a-day. The failure of my turnip crop last season has been to me a serious loss.

The manure heap is made up every alternate day, and is covered with peat, saturated with liquid manure from the tank.

The work of the farm had been carried on exclusively by employed labourers up to the 1st of July last, at which time a boarding pupil was admitted, and another the 1st of August.

There is also an agricultural class formed, the members of which receive instruction daily in agriculture; but they do not work on the farm. I may mention that the average attendance in this class is eight.

JAMES NEVILLE, *Agriculturist.*

Thomas Kirkpatrick, Esq., &c.

I now give you the farm inventory for January, 1850, and also the inventory for January, 1851. I also give a balance sheet, showing the expenditure and receipts.

VALUATION OF STOCK, CROP, &c., JANUARY 4, 1850.		VALUATION OF STOCK, CROP, &c., JANUARY 4, 1851.	
Oats, 25 barrels,	-	Wheat, 1½ barrels,	-
Hay, 6 ton,	-	Oats, 20 barrels,	-
Straw,	-	Flax, 20 stones,	-
Turnips, 18 tons,	-	Barley, 5 barrels,	-
Mangels, 10 tons,	-	Hay, 2 tons,	-
Cabbages,	-	Turnips, 8 tons,	-
Rape, 1 rood,	-	Mangels, 2 tons,	-
Vetches, ½ rood,	-	Rape, 1½ roods,	-
Dung,	-	Vetches, 1 rood,	-
Two Cows,	-	Dung,	-
Three Pigs,	-	Grass Seeds, 5 bushels,	-
Poultry,	-	Pony,	-
Barn Implements,	-	Four Cows,	-
Dairy Utensils,	-	Two Calves,	-
Working Tools,	-	One Pig,	-
Turnip Cutter,	-	Cart and Harness,	-
Steaming Apparatus,	-	Barn Implements,	-
		Working Tools,	-
		Dairy Utensils,	-
		Turnip Cutter,	-
		Steaming Apparatus,	-
Total,	-	Total,	-
	74 14 0		92 1 4

KYLE PARK AGRICULTURAL SCHOOL.

Dr.	EXPENDITURE.	RECEIPTS.	Cr.
	<p>To Cash for Stock bought, - - -</p> <p>" Seeds, Guano, &c. - - -</p> <p>" Cart and Harness, &c. - - -</p> <p>" One year's rent, - - -</p> <p>" Labour, - - -</p> <p>Profit and loss for gain, - - -</p>	<p>By Cash for Grain sold, - - -</p> <p>" 1 Cow, - - -</p> <p>" 3 Pigs, - - -</p> <p>" Potatoes, - - -</p> <p>DAILY ACCOUNT, viz. :—</p> <p>Butter sold, - - -</p> <p>Milk and Butter used in house, - - -</p> <p>" given to Calves and Pigs, - - -</p> <p>By House Expenses—</p> <p>Wheatmeal, 2½ cwt., at 12s. - - -</p> <p>Oatmeal, 16 cwt., 10s. - - -</p> <p>Barley, 6 cwt., 9s. 2d. - - -</p> <p>Half an acre Potatoes, - - -</p>	<p>£ s. d.</p> <p>19 13 0</p> <p>6 14 3½</p> <p>8 15 9</p> <p>16 0 0</p> <p>11 11 0½</p> <p>57 14 0</p> <p>2 3 5</p> <p>£ s. d.</p> <p>14 18 4</p> <p>3 9 6</p> <p>5 1 10</p> <p>0 4 0</p> <p>3 3 9</p> <p>10 0 0</p> <p>3 0 0</p> <p>1 10 0</p> <p>8 0 0</p> <p>2 15 0</p> <p>8 0 0</p> <p>59 17 5</p>

P.S.—I expect that my profits will be greater next year, such an outlay for labour or stock.

There will not be
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APPENDIX 19.—BAILIEBORO' DISTRICT MODEL AGRICULTURAL SCHOOL.*March, 1851.*

SIR,—These Schools, as you are aware, were opened in May last, for the purpose of giving a combined Literary and Agricultural Education to the rising youth of this district.

There are four distinct classes connected with the schools under agricultural training.

1st, The Agricultural Boarding Pupils; 2nd, the Pupil Teachers; 3rd, the Industrial Class; and 4th, the Agricultural Class.

The Agricultural Boarders' Class is to be four in number, apartments being provided for them in the establishment. One of them is a "free pupil," supported at the sole expense of the Board. The Agricultural Boarders pay £8 per annum, quarterly in advance. These young men after remaining here one or more years, provided their conduct and progress shall be satisfactory, will be admitted to the Glasnevin Model Farm, there to complete their course of agricultural training. These are the principal workers of the farm, and on whom the cleaning and feeding of the cattle devolve.

The Pupil Teachers' Class also numbers four. The members of it are chosen from the monitors of schools. They are destined to become teachers of National Schools; and their term of preparatory training is also one year. They are maintained at the expense of the Board, and work two hours daily on the farm.

The pupils of the "Industrial Class," numbering six, are selected from the agricultural class in the school. They work two hours daily, and are paid six-pence per week for remuneration and encouragement. It is from this class that the "free pupil" will always be selected.

The "Agricultural Class" comprises the boys of the third and fourth classes in the school, and of course varies in number according as the attendance in these classes increases or diminishes. Fifty-nine boys, on an average, have hitherto been receiving the benefit of the agricultural instruction given in the school, for half an hour daily on the first four days of the week. A review of the organization of these classes will show that there is a gradual rise from the "Agricultural Class" to the "Industrial," thence to the free pupilship, and finally to the Glasnevin establishment, from which, when they have attained a thorough knowledge of their profession, they may be sent out as Agricultural Teachers, Stewards, or Agriculturists.

The instruction hitherto imparted was principally of a practical nature. I dwelt forcibly on the "Errors of Irish Farming," particularly those most prevalent in this district, and therefore immediately under the observation of the pupils. I pointed out the utility of draining, trenching, subsoiling, &c.; how these useful operations ought to be done, and their beneficial effects upon the soils. I also described the different *rotations*, the cultivation of the various kinds of crops, the quantity of seed and time of sowing, together with the theory and application of manures. When I consider them properly acquainted with these practical details, I will enter gradually upon the most useful portions of agricultural chemistry, which, I have no doubt, will prove useful and interesting.

They all take great delight in the agricultural part of their education, and evince a desire for this kind of knowledge much above what their years might lead one to expect.

The agricultural pamphlets, published at the Office of the "Farmer's Gazette," and which you left here for the use of the agricultural pupils, I gave as premiums to the most deserving at the examinations, and I think they have been productive of much improvement.

The following is the Time Table of the Agricultural Boarding Pupils:—

H. M.	H. M.	
5 30	— 0 0	Rise.
5 30	to 6 0	Prayers—making beds.
6 0	— 6 30	Washing.
6 30	— 7 0	Cleaning and feeding Stock.
7 0	— 8 30	Studying Agricultural subjects.
8 30	— 9 0	Breakfast.
9 0	— 2 0	Working on Farm.
2 0	— 2 30	Preparing for going to Literary School.
2 30	— 3 0	Agricultural Lecture or Examination.
3 0	— 4 0	Returning from School and taking Dinner.
4 0	— 6 0	Working on Farm.
6 0	— 8 0	Literary instruction under Head Master.
8 0	— 8 30	Supper.
8 30	— 9 0	Cleaning and feeding Stock.
9 0	— 9 30	Prayers—to bed.
9 30	0 0	Lights extinguished.

The only difference between the above time table, and that of the Pupil-Teachers' is, that during the time allotted for farm practice, the Pupil-Teachers are teaching classes in school.

The Industrial Class works on the farm from 4 to 6 o'clock on the first five days of the week, and from 3 to 6 on Saturdays.

The farm, since May, 1850, contains 10A. 0R. 30½P. Irish; 4A. 3R. 35½P. comprise the farm of which the Commissioners have a lease for ever, and upon which the buildings have been erected. This is the portion on which operations were first commenced. It has a west and north-west aspect, being the half of the northern slope of a hill lying immediately south of Bailieboro'. The soil is exceedingly thin, poor, and stiff, resting upon the lower clay formation. It was very much exhausted when it came into the possession of the Commissioners. It was very wet, and in parts covered with rushes.

It was also intersected by fences, which were useless, wasteful, and unsightly. These have been removed, and the first step towards permanent and useful improvement—thorough drainage—has been executed. I am now able to state that it is dry, no rushes appear, nor are there any wasteful internal fences existing. It is now in course of preparation for having the "five-course shift" regularly carried out. About three-fourths of the farm have been trenched two spadings deep, and a good portion of fresh soil turned up with evidently beneficial effects. These preparatory operations which could not have been dispensed with, have caused considerable outlay, which, I am confident will, in a reasonable time, be amply repaid; but the realisation of this hope can only be effected by constant attention, economy, and persevering industry.

The following is the course of cropping pursued on this part of the farm in 1850:—

- No. 1 field, Potatoes, Turnips, Carrots, Mangel, Cabbages.
- No. 2 " Oats, Flax.
- No. 3 " Grazing.
- No. 4 " Vetches and Peas.
- No. 5 " Oats, with Grass Seeds and Clover.

These fields were not laid out regularly, and of equal extent, the existence of two large mounds of earth lying on either side of the road (their removal being under consideration), but planned and arranged in such manner as that they may be made of similar extent at any time.

THE ACREABLE PRODUCE WAS—

						Tons cwt lbs.
Swede Turnips, roots and tops,	.	.	.	.	.	22 13 2
Aberdeens, do. do.	.	.	.	.	.	86 0 0
Mangel, do. do.	.	.	.	.	.	11 0 0
Carrots,	.	.	.	.	.	12 0 0
Potatoes,	.	.	.	.	.	12 0 0
Vetches,	.	.	.	.	.	10 0 0
Oats,	.	.	.	.	.	16 barrels.

These crops are much below an average under proper cultivation, all of them, with the exception of the oat crop, being the first grown, from its impoverished condition. Yet I am not disheartened by the result; but I look hopefully forward to the ensuing crops. I do not, however, anticipate first-rate ones, but marked with such improvements as denote steady progress.

The other portion of the farm, which lies on the opposite side of the hill, contains 5A. 0R. 35P. Irish measure. The Commissioners hold it on a twenty-one years' lease. It has a north and north-eastern aspect, and lies along the Kells road, on which side it is badly fenced.

This portion of the farm was entered upon in the middle of last May. All, with the exception of about one rood, had produced its fourth exhausting crop in succession, without receiving one pound of manure, or fair treatment in any way. I was enabled at that late season (not the most appropriate for entering upon such a farm) to get some turnips in. There being no manure for sale in the town, and not having any myself, I had to use guano alone. The result was, all things considered, very favorable. The portion which had to be left untilled I used for grazing. The useless fences are being removed, and a farm road is in course of formation, which will afford convenient access to a great portion of the farm. The "four-course shift" is to be followed on this portion. The agricultural pupils will thus have the benefit of seeing the simultaneous working of the two rotations.

The farm offices, which have been erected on a commodious plan, comprise stable, potato and turnip houses with lofts, cow and bullock sheds, barn, tool-house, dairy, poultry-house, boiling-house, cart-house, and piggeries. There are three spacious yards—one house yard and two farm yards. One of the farm yards answers for a haggard, the other for cattle and manure. In the cattle yard there is a large liquid manure tank, arched over, and communicating by shallow sewers with the stable, cattle sheds, and piggeries.

The stock at present consists of three cows, three pigs, and one jennet.

I am, sir, your obedient servant,

JOHN STEWART.

Thomas Kirkpatrick, Esq., M.D.

Agricultural Inspector, Education Office, Dublin.

LIST OF AGRICULTURAL BOARDERS AT THE BAILIEBORO' MODEL FARM.

Name.	Age.	Where From.	Date of Admission.
Patrick Clarke,	16	Geevagh,	20th June, 1850.
Joseph Burns,	18	Dromore,	3rd July, 1850.
James M'Ness,	17	Carrigallen,	1st March, 1851.
Samuel Parker,	20	Monaghanoose,	3rd March, 1851.

APPENDIX 20.—The first Annual Report of the HOLLYWOOD AGRICULTURAL MODEL FARM—1850.

SIR,—I proceed to describe, as succinctly as possible, the operations on the Hollywood School Farm during the last twelve months.

The farm consists of seven Cunningham acres, about half an acre of which is occupied as kitchen garden, homestead, centre road, &c., &c., and the remainder is divided into seven plots of nearly equal size, corresponding to the rotation adopted, which is as follows:

- No. 1 field, Potatoes and Cabbages.
- No. 2 " Italian Rye-grass.
- No. 3 " Turnips and Mangels.
- No. 4 " Wheat, Oats, or Barley (with grass and clover seeds).
- No. 5 " Grass and Clover.
- No. 6 " Beans, Carrots, and Parsnips.
- No. 7 " Flax.

No. 1 field, you will observe, is planted with potatoes and cabbages. Immediately after the removal of the flax crop one-half of the ground is dug over, and planted with rape, manured with sea-weed, as a winter or stolen crop, and is removed during the month of March, when the ground is again dug over, after receiving a slight dressing with farm-yard manure, which becomes completely incorporated with the soil by the digging process. If the weather permit, the planting is proceeded with forthwith, in the following very simple manner:—A line is stretched north and south, or up and down the slope, two men or boys commence, one at each end, to make holes, three inches deep and from 14 to 18 inches asunder, while a boy, provided with sets or tubers, follows, dropping a set into each hole. When the two men meet they return to their respective ends, and remove the line to the distance of from 2 to 24 feet, as the case may be, while the boy is finishing the other half of the drill. Having adjusted their line they proceed to open new holes, the earth of which covers the first, or those in which the sets are deposited, and the boy goes on from the other end right up to where he started. And so the work proceeds. In this way two men and a boy will plant an English acre in two days. The after culture consists in hoeing, when the plants are plainly seen in the rows; weeding in about a fortnight after, and "hollow digging" when the plants are about six inches high. If weeds appear after, they are immediately pulled, and by no means allowed to run to seed.

The other half of the plot receives a liberal supply of manure, about the 1st October, which is presently dug down and planted with cabbage plants, by stretching two lines from north to south, or up and down the slope, at about two feet asunder. A man or boy, at each end, *i. e.*, one at one end of one line, and the other at the other end of the other line, with a spade, as dibble, commences by putting in the spade close to the line, and pushing it a little forward, so as to allow room to place in a plant; the spade is drawn out, and the earth falls back upon the root, and the little boy who is putting in the plants settles all by pressing the earth gently about its neck, so as to impart a degree of solidity or compactness to the earth in contact with the roots. In this way they proceed until they arrive at the ends of the lines, which they at once remove without having to walk backward or forward, and so go to work again. The after culture, as in the former case, consists in stirring the soil, weeding, and earthing.

About the 1st July the cabbages are removed *in toto*, and the potatoes about the 1st August, when the whole is dug over and sown with Italian rye grass. This stands over for next year's crop as will be seen in No. 2.

During the month of November, in the following year, the 1st ground is deeply dug over, trenching not being admissible yet, with the broad-mouthed spade, 144 inches in the iron, which allows the soil to enjoy all the good effects of air, frost, &c., and also keeps it lying dry all the winter, one and all of

which tend to increase its fertility. On the approach of spring the manure is carted out, and covered up in drills in the following manner :—A line is laid down in the proper direction, two boys commence and raise a drill on top of the line. When this is finished the line is removed 2 feet 3 inches if for turnips, 3 feet if for mangel, and another drill raised as before. The manure is then spread in the hollow space between the drills, while the boys are making another drill; and as each drill is made each hollow is manured, and another boy or man follows covering the manure. It will be observed that the manure is not carted up through the drills consolidating the bottoms or space immediately below where the seed is sown, but it is carted along the side of the undrilled ground, it being a general rule not to cart over, or walk upon any finished ground. If it is time to sow the seed, this is done in the evening of each day, but if not, the sowing takes place at the proper time—the first week in May—in prospect of a shower, or immediately after one, as follows :—A boy makes small holes with a turnip or triangular hoe, from 10 to 14 inches apart, according to seed, soil, &c., another follows and drops three or four seeds in each hole, a third covers them up with the finest of the earth, and a fourth finishes all by clapping the top of the drill with the back of the spade. In this way any number of boys can be employed. Mangel is steeped in as much spring water as keeps it moist, for 24 or 36 hours, and then dusted over with powdered lime before sowing. After culture the same as before, except the thinning or singling process. So much for No. 3.

The mangel being first removed, the ground is immediately dug up into drills, and left all winter to the ameliorating action of the weather. When the turnips are removed the ground is treated in the same manner. As soon as the dry weather in March begins, the drills are levelled with digging forks (graipts), and all weeds or roots of weeds tossed up, picked, and carted off, and if the seed-time is at hand the grain, whether oats or barley—wheat has not yet been tried—is immediately sown. The clover and grass is sown at the same time, and is lightly harrowed, or merely rolled according to circumstances. This is the only crop in which horse labour is employed, not excepting the flax. The only after culture this crop requires is, perhaps, a little weeding. The grain is usually cut with the reaping scythe, but the other work of harvesting is the same as is commonly practised in these northern districts.

No. 5, of course, is in grass and clover for cutting. I may here remark, by the way, that the weeds, *bi* and *perennials* I mean, annuals being immediately converted into manure, taken out of the various crops during the season, are *carefully preserved by salting or liming*, in some suitable place, and used as a top-dressing for grass land. This tells considerably on the produce, and what was before an impoverisher now becomes an enricher.

The lea, as before, is dug up during the latter part of November, having previously received a dressing of farm-yard manure. In this state it lies all winter, and when the first appearance of seed time presents itself the ground is in excellent condition for cropping. Beans are steeped from 36 to 48 hours in spring water, in the same way as the mangel. They are planted by opening a drill with a spade, in which the beans are deposited in a zigzag line throughout the entire length. Another drill is opened 2 feet or 2 feet 3 inches, and the earth from this one covers the other. The beans are dropped as before in the newly excavated drill, while they in their turn are covered with the earth of the next; and so on. Parsnip seed is prepared by ashes saturated with urine, a mixture of guano and dry earth, bog mould, &c. Carrot seed is *rubbed* and prepared in the same way. They are sown in *ruts* or small drills, made with a turnip or triangular hoe, as is practised by some gardeners, about 18 inches asunder, the ruts are levelled and the seed covered with a rake. The whole is generally finished by the first week, or about the middle of April. The after culture as before, consists in hoeing, weeding, and singling. The principal implement made use of in hoeing carrots and parsnips, as well as some other green crops, is the *Vernon-hoe*, the most valuable implement in the small farmer's vocabulary of tools, except the spade. It consists of a

single toe or blade, fitted on a long shaft by means of a hose and screw nail, and is wrought on the same principle as the pick. It has only to be seen working to be appreciated. The plan of raising these crops is somewhat novel:—A line is stretched across the drills, enclosing a yard in breadth, and an operator, with a long spade or strong digging fork, digs and throws the earth up in drills. Each spadeful is broken, and the roots carefully tossed out to the undug side, where they are wheeled or carted off. Thus you see a double purpose is effected, viz., the raising of the roots, and a thorough pulverising of the soil. This is an excellent winter preparation for flax, which you see is the succeeding crop.

About the beginning of March, or as soon afterwards as the weather permits, the drills are levelled with digging forks, and every vestige of a weed is tossed up, picked, and taken away. Stones, &c., are also carted off. The ground is then ridged up, by stretching a line at about ten feet from the ditch, and lifting out a spadeful, which is scattered over the ridge. The line is then removed ten feet further over to form the next ridge, and a similar operation performed. In this way the whole of the plot is ridged off. (It is in contemplation to dispense with the ridging this ensuing season as the ground is now drained.) If thought necessary the harrow is passed up and down the ridges before sowing; if not the seed is sown at the rate of about three bushels to the Cunningham acre, and then harrowed with a light seed harrow. If the ground be dry it also receives a light rolling, if damp this is dispensed with.

In experimenting upon flax last season it was sown upon ground which had grown potatoes, carrots, parsnips, turnips, early York cabbage, curl-kale, flat Dutch cabbages, and beans. The crop braided best upon the York cabbage and parsnip ground; when about half grown the parsnip ground took the lead, when in flower the parsnip and potato ground had the precedence, but in the long run the parsnip ground exceeded all others. The bean and Dutch cabbage ground looked worst throughout. From the fact of the parsnip ground succeeding best I am led into the belief that deep tillage during the winter is beneficial to this crop, especially in what may be called good wheat soil, and that if sown upon a dry, deep, well pulverised "frost face" it will amply compensate the farmer for his winter's work. The probable reason why it did not succeed so well on the carrot ground was that the carrots were not taken up in strict accordance with the method described, as the greater part of the crop had been taken up before that plan was adopted. Also the probable reason why the crop on bean ground did not look well was, that it was not prepared for the reception of the seed, as it was not intended at first to be sown, but had afterwards to be included to make up the required breadth. It was the prevailing opinion in this neighbourhood that flax would not succeed after any green crop but potatoes. The result of last season's experiments, however, have ocularily demonstrated that it may be grown with success upon almost any green crop ground, provided it be kept clean, dry, well pulverised, &c.: necessary conditions for any crop. The crop on the whole was superior to any in the neighbourhood. The actual produce in fibre or seed of each lot has not been ascertained, as the flax is not yet prepared.

has not been ascertained, as the flax is not yet prepared.

I have thus, as briefly as I possibly could, described the principal details of the farming or field operations of the establishment, carefully pointing out the distinguishing characteristics of the system pursued. I have not entered into the minutiae of the operations, but merely described the broad outlines of the spade system, which has been universally adopted, and is, I believe, the only farm in connexion with the Board on which manual labour is exclusively employed. In all these operations the boys attending the school are engaged in it in the manner in which they are employed in other schools, and during that portion of their time allotted to play in the school recreation, they take great delight. And, although they are actually working, it is not performed as if it were a drudgery, for it is looked upon as a sort of recreation, and that, too, of a useful kind. If work in which they can engage would raise them above the short they seem disappointed, and will run asking, "Sir, is there any more work?" Again, if a wish is expressed to have the work completed, they will

they are engaged, they will "petition," as they call it, to be allowed to remain after their appointed time in order to have it finished or pushed nearer a termination. Many a time they have come back after dinner-time to pick weeds dig, &c., when the crop was going in. In addition to the above there is a special class who attend in the evenings from 4 till 6 o'clock, called the "Industrial Class." This class is selected out of the most deserving of the day pupils, and receive 6d. per week each for their services. The present class is limited to six, but a much larger class might be formed, as more applications are received than can be attended to.

Such facts, though apparently of a trivial nature, speak volumes for the success of this establishment. The truths impressed upon the minds of the youth of Ireland will ere long produce the most beneficial results, and diffuse the blessings of peace and contentment over the country. Instances are not wanting already where the germ has made its appearance, and will, no doubt, in a very short time, produce a flourishing and stately tree. It is only the other day, while the school boys were engaged at their noon-day avocations, I overheard one of them saying to his comrade,—“Did you see John W—n’s garden? How neatly he has it drilled up to the frost just the same way that we drilled the mangel ground for the Master!” This evening—no longer ago—one of the boys of the Industrial Class told me about drains that he had seen which were very broad at bottom, and he remarked at the same time that if the farmer had made them only three inches they would have been much easier filled, and that the water would run much better in them. Numerous examples of a like nature might be adduced, such as conversations on the advantages of the spade over the plough; criticisms on farmers who sow two grain crops in succession; advantages of house-feeding, &c.

The amount of good effected by this establishment is not limited to those attending the school, the farmers of the neighbourhood in general are benefited also. Information on general farming as well as the details have been solicited. The introduction of various crops, and the extended cultivation of others, has led many of them to visit the farm, and satisfy themselves by making the necessary inquiries regarding them. Spade cultivation has been partially adopted where it was hitherto neglected especially in the town parks. Mangel-wurzel has been grown on several farms where it never grew before, also carrots, &c. Flax has been re-introduced, and winter rape cultivated by transplanting, a fact not previously known in this part of the country. The draining of the farm afforded the farmers an opportunity of witnessing a correct system of parallel draining, which was particularly and accurately done, both in the excavation and filling, the latter of which was done by the hand. The hill farmers are gradually progressing in the house feeding system, as we have invariably insisted upon making as much manure as possible, that they may be the better prepared for their green crops, and that they may have less to buy, as the cartage up the hill is a heavy item against the profits of the farm. I do not feel called upon to multiply instances, though a vast collection might be added. Suffice it to say, that parties at a distance often write for information or advice in some difficult or important matter connected with farming economics.

The stock is house-fed summer and winter. The cattle are fed six times a day, the rule being to give little at a time and often. Exercise in the middle of the day, for about an hour, is allowed, when a drink of clear running water is given at the same time. Everything is attended to that is considered as conducive to their comfort, and no harsh usage is allowed whatever. The pigs are fed according to size and age from three to five times a day. Their beds are regularly supplied with clean litter twice or three times a-week, and the yards are constantly kept bedded with sea-weed. They obtain salt from it, besides they eat a little of it, and it keeps their feet easy, and they are not so apt to get sore as when allowed to run about on the bare stones.

The manure is regularly trimmed every Saturday, or on wet days, and covered with earth or soil to absorb the volatile gases, especially ammonia.

The accumulation, preservation, and general management of the manure is particularly attended to, and every available means taken to improve its quality, and augment its quantity.

I had intended offering some remarks on the subject of agricultural education, but I must decline it this time, as I am afraid of occupying too much space. I have swollen these remarks to a greater length than I at first had any conception of; I must, therefore, conclude by submitting the Balance-sheet for the past year, and inventories for 1849 and 1850.

By comparing the two inventories it will be seen that the establishment has rapidly progressed during the course of the year. The profit is but small considering the course of tillage, but it must be remembered that the farm grounds were in a very filthy, exhausted state, when we entered upon them, and, considering the expensive routine of operations which had to be resorted to, it will not become a wonder why it is so little; but why there is any at all. Again, the loss of two cows and two brood sows tended materially to lessen the profit.

I have the honor to be, sir,

Your most obedient servant,

WILLIAM M'MEEKIN,

Agricultural Teacher.

Dr. Kirkpatrick, &c. &c.

BALANCE SHEET FOR 1850.

Dr.			Cr.		
	£	s. d.		£	s. d.
To amount of Valuation at commencement of year,	81	19 0	By amount received for—		
„ Rent, Taxes, Rates, . .	89	15 8½	Grain,	14	8 0
„ Labour,	28	14 5	Roots,	5	19 1
„ Seeds, Manure, &c. . .	9	5 4½	Cattle,	81	6 8
„ Cattle,	29	2 10	Dairy Produce, . .	25	0 9½
„ New Farming Imple- ments,	7	12 8	Eggs, Poultry, &c.	1	9 1
Profit and Loss, being gain on the year,	26	12 11½	Inventory and Valuation at the end of year, .	92	18 6
Total,	171	2 1½	Total,	171	2 1½

INVENTORY AND VALUATION TAKEN 31ST DECEMBER,
1849.INVENTORY AND VALUATION TAKEN 31ST DECEMBER,
1850.

		1849.		1850.	
		£	d.	£	d.
Two Cows, .	Two Cows, .	12	10 0	18	10 0
Two Pigs, .	One Donkey, .	2	10 0	1	0 0
Working Tools, .	One Calf, .	2	6 8	1	10 0
Dairy Utensils, .	Nine Pigs, young, .	0	13 6	6	15 0
Straw, .	23 Hens, Ducks, &c. .	0	9 0	1	5 0
Barley, .	Cart and Harness, .	0	12 11	4	0 0
Beans, .	Baru Implements and Working Tools, .	0	8 0	7	4 3
Potatoes, .	Dairy Utensils, .	0	14 0	1	6 3
Turnips, .	Oats, .	6	0 0	0	19 3
Mangel, .	Barley, .	1	2 6	1	11 3
Carrots and Parsnips, .	Straw, .	1	0 0	2	8 4
Cabbages, .	Beans, .	2	0 0	0	1 0
Manure, .	Potatoes, .	1	10 0	2	10 0
Miscellaneous, .	Turnips, .	0	2 5	7	4 0
	Mangel, .			1	10 0
	Carrots and Parsnips, .			6	0 0
	Cabbages, .			0	10 0
	Half acre of Cabbage plants, manured, .			5	0 0
	Half do. Rape (stolen crop), .			2	0 0
	Quarter do. Vetches, do. .			1	10 0
	Manure, &c. .			5	10 0
	Miscellaneous, .			2	9 3
	Proportion of unexhausted and permt. Improvements, .			17	10 0
	Total, .	31	19 0	92	18 6

APPENDIX 21.—RAHAN NATIONAL AGRICULTURAL SCHOOL.

19th April, 1851.

SIR,—Agreeably to your directions, I transmit to you this my third report of the proceedings on this farm during the year 1850.

In order that you may the more easily understand what I state, I annex a rough sketch of the farm, divided according to the rotation pursued, and representing the crops on each division in the said year:

No. 1 Division, 2A. 1R. 2P.

This field, which was in lea, was sown with oats the first week of March, the land having been previously ploughed into twelve feet ridges, which were then closed and levelled with the spades, seeded at the rate of twelve stones per statute acre, and covered by a trench dug in each furrow. Part of it was attacked by the red worms, which caused it to be rather thin. It was rolled as soon as I perceived their attack, which much improved it. It was cut the third week of August, and produced ten barrels per statute acre. A part of this field was afterwards sown as soon as possible with winter vetches and rye; and the remainder trenched with the plough and spade to the depth of twenty inches.

No. 2 Division, 2A. 1R. 2P.

This field was in grass (for soiling), but the crop was not so good as that of the previous year, being neither in so early nor so heavy in yield, which I attribute to a bad description of grass-seed (the clover was good). It was not fit to cut until the twenty-fifth of May. Produce in hay, first crop, 2 tons 10 cwt. per statute acre; second crop, 1 ton 8 cwt. per do.

No. 3 Division, 2A. 1R. 2P.—*Potatoes, Flax, Mangel, and Turnips.*

This field was dug in the early part of winter, to the depth of fourteen inches, and in the first week of March the portion intended for potatoes (three roods) was ploughed and harrowed, and being part of the old tillage, it was foul with weeds, which required a careful hand-picking, after which it was manured at the rate of twenty-five tons of good farm-yard manure, and sown in drills twenty seven inches asunder, in the last week of March and 1st week of April. The after culture consisted in levelling the tops of the drills to lighten the cover, and to cause the potatoes to come up more evenly. When they were well over ground they were hand-hoed, and when about the size of good cabbage plants they were dug between, hand-weeded, and moulded, after which they completely closed on the alleys until cut off in the midst of their growth in the latter end of August. From having been sown early, and in a dry situation, they attained a large size, and arrived to such a degree of maturity, as enabled them to stand the disease better than usual. This circumstance leads me to think, that early planting and dry situations are to be highly recommended for the cultivation of the potato. Produce, 3 tons 18 cwt. per statute acre.

Flax.—This crop occupied one-ninth of the division, or one statute rood. The crop that preceded it was a stolen crop of transplanted rape. After the removal of the rape in the latter end of March, the ground was deeply dug, and in the middle of April ploughed, harrowed, and broken fine with mallets. The seed was sown on the 27th of April, under a light harrow, at the rate of two and one-sixth bushels per statute acre, and then lightly rolled. It appeared in its growing state to be a first-rate crop of its kind. It yielded at the rate of 28 stone 12 lbs. per statute acre of hackled flax, and sold at the work-house at the rate of 7s. 7d. per stone, or £10 18s. 10d. per statute acre.

The growth of flax being about to be introduced into this part of the country, and as it has not heretofore been cultivated to any further extent than was necessary to supply domestic purposes, I beg to state that the experiment tried here last year has proved, beyond a doubt, that the soil is well adapted to its cultivation, and that all that would be required to render this an extensive flax growing district is a ready home market for large complements, and the erection of proper machinery for the speedy conversion of the green material into dressed fibre. As flax culture is now so engaging an occupation I give you a detailed account of the expenditure and receipts so far as cultivation.

EXPENDITURE.		REVENUE.	
	£ s. d.		£ s. d.
To amount paid for Digging one statute rood, .	0 4 0	By amount received for 5st. 3lb., sold at 7s. 7d. per st.,	1 19 6½
" " Harrowing, ploughing, and sowing, .	0 4 0	" 2st. kept at home, .	0 15 2
" " Seed,	0 8 6	" 4st. of tow, do. .	0 10 0
" " Weeding, pulling, and rippling, .	0 3 10	" 3 bushels of Flax Seed, .	0 12 0
" " Sheeping, raising, spreading, and lifting,	0 3 5		
" " Breaking and scutching, .	0 14 0		
" " Hacking,	0 3 4		
To Profit and Loss for gain on One Statute Rood, .	1 15 7½		
Total,	3 16 8½	Total,	3 16 8½

Thus, after all expenses, leaving a net profit of £7 2s. 6d. per statute acre.

Mangel.—This crop occupied a little more than one-fourth of the field, or 2 roods 21 perches, which, being part of the reclaimed land, was very tough and difficult to labour. It was dug, as I stated before, in the early part of winter, to the depth of fourteen inches, and every three feet broad thrown into a raised ridge or drill, in order to keep it dry and to expose as much surface as possible to the atmosphere. In the latter end of April it was again turned over with the spades and reduced to a very fine tilth, manured at the rate of thirty tons of good farm-yard manure per statute acre, and sown on the 10th of May in drills 27 inches asunder. Produce, 30 tons 6 cwt. of clean roots, free of tops, per statute acre.

Suede Turnips.—This crop occupied the same extent of land as the Mangel, and was prepared in precisely the same way, but, from the difficulty of finely pulverising the land, they were unavoidably sown late (not until the 8th of June). However, they grew rapidly, and to a very large size; and produced in November at the rate of 88 tons per statute acre.

After Culture.—The Mangel, when they were about the size of cabbage plants, and the turnips when in rough leaf, were thinned out to about six inches apart, and allowed to stand so until getting too close, when every second one was removed. When the crops recovered the effects of thinning, they were hand-hoed. When commencing to bulb they were dug deeply between, after which they perfectly closed, and needed no farther attention, until raising.

No. 4 DIVISION, 2A. 1R. 2P.—Oats and Bere with Seeds.

The bere in this field was sown on the 23rd of February, and in consequence of lodging it was not so productive as I expected. Seed, ten stone per statute acre. Produce, 10 barrels per ditto.

The oats (black Tartarian) were sown on the 26th of February, in drills, ten inches asunder. It was an excellent crop, and was fit to reap on the 12th of August. Produce, fourteen barrels per statute acre.

The grasses and clover were sown on the 2nd of May, at the rate of 2½ bushels of rye-grass, and eight pounds of red clover, per statute acre. They are now very forward, and I may calculate on their being fit to cut in a fortnight.

No. 5 DIVISION, 2A. 1R. 2P.

This field, being yet subject to inundation at every fall of rain, has not been tilled or reclaimed, and consequently was in pasture and some meadow.

Stock kept on the Farm.—Three cows, three heifers, three calves, one mule, and four pigs. The cattle are fed almost entirely in the house, on clover and Italian rye-grass, vetches, cabbages, &c., during the summer six months; and on hay and straw, turnips and mangel, during the winter six months.

The pigs were fed during the summer on the thinnings of the turnips and mangel, with vetches; and during the winter on turnips, mangel, and some small corn mashed up together, on which they fattened very well.

I am much at a loss for a small steaming apparatus to cook the food for the cattle and pigs, which would economise it, and improve its feeding qualities. I find cooked food goes much farther and is far superior to the raw or uncooked; besides a great deal that would be rejected by cattle in its raw state, if cooked, would be much relished by them.

The manure heap was managed as in the preceding year, that is, made up once a fortnight, in alternate layers of the dung and a little peat mould which was thrown into the tank, and in the channels behind the cattle. The channels are cleaned out once a day, and the tank once a fortnight, and the contents spread evenly over the dungheap. About a fortnight previous to putting the manure for the turnips and mangel the heap was turned over and thoroughly mixed, in order to promote the germination of the small seeds, which I consider materially assisted the germination of the

and also caused a quick vegetation. I always take care to have the seed as near as possible to the manure without coming in contact with it; and I have not yet had a single failure of either turnips or mangel. I have at all times a supply of manure for any vacant spot of ground that occurs on the farm during the season. After the removal of the flax on the 10th of August, the ground was prepared, a plentiful supply of manure applied, and rape transplanted on it, in rows 18 inches asunder, on the 19th of August, which afforded a large quantity of food in March and the beginning of April. After the removal of the lea oats, I laid on 20 tons of manure on three roods, for winter vetches, which are now coming forward beautifully. There is an old proverb that "wealth begets wealth," so, in this case, *manure begets manure*. I defy the farmer to have bad crops who has a good dung-hill. But this is a great secret of good and successful farming, which nothing but house-feeding the cattle, with regular and proportionable cropping, can reveal. These are subjects so strange to the farmer of the old school, that he at once turns his face against them; but on the minds of the growing youth they may, with a little pains and trouble, be fully impressed before prejudice takes its seat in their breasts.

The Industrial Class in this school attends regularly (with very few exceptions) at busy times, and are progressing rapidly in their studies. I most earnestly hope that in due time the Commissioners will admit the best and most attentive of these boys to the Glasnevin Model Farm, to finish their course of agricultural studies, and thus become useful members of society, and remunerative to those who may honor them with employment.

VALUATION AND INVENTORY AT THE CLOSE OF THE YEAR 1850.

	£	s.	d.
Oats, 18 barrels,	-	-	7 12 11
Flax, 2 stone, 15s. 2d.; Flax Seed, 12s.	-	1	7 2
Hackled and Scutched Tow, 4 stone,	-	0	10 0
Potatoes,	-	3	5 0
Swede Turnips and Mangel, 15 tons,	-	7	10 0
Cabbages and Rape,	-	1	10 0
Hay, 6 tons,	-	6	0 0
Straw, 7 tons,	-	2	12 6
Manure, 46 tons,	-	5	15 0
One Mule,	-	6	0 0
Two Cows,	-	14	0 0
Three Heifers,	-	9	10 0
Three Calves,	-	5	5 0
Three Pigs,	-	4	10 0
Poultry—20 hens and 4 geese,	-	1	10 0
Farm Implements, &c.	-	8	7 6

85 5 1

In conclusion, I beg to state that the portion of ground under flax produced four crops in two consecutive years, viz:—bere and rape the 1st year, and flax and rape the 2nd year. A great deal of food for cattle might be raised in this way, without at all interfering with the regular routine of farm cropping, by the farmer who would manage to have a supply of manure at command, and thus have a quantity of food for his cattle at the time it is most required, namely, in the month of April, and the beginning of May.

I am, sir, most respectfully, your obedient humble servant,

PATRICK FLANAGAN.

Thomas Kirkpatrick, Esq., M.D.

SUMMARY OF THE YEAR AND BALANCE SHEET.

To Amount of Valuation at Commencement of Year,		£	s.	d.	By amount received for Grain,		£	s.	d.
		102	5	10			17	10	6½
"	Paid in Rent, Taxes, &c.,	.	.	.	"	Potatoes,	.	.	.
"	"	.	.	.	"	"	.	.	.
"	"	.	.	.	"	Cattle,	.	.	.
"	for Labour,	.	.	.	"	"	.	.	.
"	"	.	.	.	"	Pigs,	.	.	.
"	"	.	.	.	"	"	.	.	.
"	"	.	.	.	"	Dairy produce,	.	.	.
"	"	.	.	.	"	"	.	.	.
"	"	.	.	.	"	Eggs, poultry, &c.,	.	.	.
"	"	.	.	.	"	"	.	.	.
"	"	.	.	.	"	of Dairy produce used in house,	.	.	.
"	"	.	.	.	"	"	.	.	.
"	"	.	.	.	"	Eggs and poultry, do.	.	.	.
"	"	.	.	.	"	"	.	.	.
"	"	.	.	.	"	Potatoes, do.	.	.	.
"	"	.	.	.	"	"	.	.	.
"	"	.	.	.	"	Garden Vegetables,	.	.	.
"	"	.	.	.	"	"	.	.	.
"	Profit and Loss being Gain on the Year,	.	.	.	"	Inventory taken at close of year, as stated at foot,	.	.	.
		£168 16 1½						£168 18 1½	

APPENDIX 22.—GORMANSTOWN AGRICULTURAL MODEL FARM.*April 12th, 1851.*

SIR,—On the 6th of February last I commenced the cultivation of this farm, which contains 20 acres. The soil is naturally dry, with a strong silicious clay subsoil resting on limestone. During the last year it was allowed to rest, after many years' severe cropping. At that advanced period to commence operations, my best attention was directed to the adaptation of a judicious rotation of crops, and to the most practicable modes of cultivation.

Having closely examined every portion of the land, I determined on ploughing six and one-fourth acres, which are sown with oats. I had 61 perches of an old fence levelled, by which as many square perches of land have been gained, and a large quantity of earth that has been mixed with lime will serve as an auxiliary manure for the green crops. With spade labour $7\frac{1}{2}$ acres have been trenched 12 inches deep, for £1 6s. 8d. per acre. Of this I have sown 3 roods with vetches and Italian rye grass, manured with 1 cwt. of guano, and 1 acre with potatoes, manured with compost and $2\frac{1}{2}$ cwt. of guano. I have 1 acre prepared for flax, and am sowing 2 roods with carrots and parsnips; the remaining 4 acres and 1 rood are intended for mangel and turnips, and shall receive a dressing of dissolved bones and guano. About 4 acres are enclosed with railing for pasturage, and the remainder is under roads, fences, buildings, &c., &c.

The poverty and filth in which this farm richly abounds, coupled with the limited supply of the aforesaid manures, will preclude the possibility of an abundant crop; but I have no doubt that an average one will be secured. That this institution will be instrumental in spreading the seeds of an improved system of farm management, as it were, broadcast over the adjoining country, I am confident; and that the intellectual faculties of our rising youths may here be so trained and cultivated, as to ripen into an intelligence that will enable them to hold an independent position through life, is the anxious desire of your very humble and obedient servant,

PATRICK R. TIERNEY, *Farm Manager.*

To Dr. KIRKPATRICK, Esq., M.D.

APPENDIX 23.—DELGANY AGRICULTURAL SCHOOL and MODEL FARM.*March 15th, 1851.***COURSE OF MANAGEMENT PURSUED.**

The Model Farm in connexion with the Delgany National School, contains 4A. 2R. 6P. statute measure, including 3 roods under dwelling-house, offices, roads, &c.

The soil is a light loam, and is well calculated for the speedy growth of both grain and green crops; but as yet it has not given heavy returns.

When I first took charge of it in 1847, it was in a very exhausted condition. I first cleared it of all hedges, gripes, &c. The next most important improvement was deepening and turning up the fresh soil by trenching. The portion intended for mangel each year is trenched two spadings deep, and the November planted potatoes are always planted by trenching them in; there is therefore very little of the farm at present untrenched. The turnips are sown each year after winter vetches. The farm is divided into three equal divisions to suit the three-course rotation (1st, green crops; 2nd, grain; 3rd, grass), which I consider the most judicious to be followed on small farms.

The routine of cropping followed by me is as follows:—vetches, succeeded by Swede and Aberdeen turnips, 1 rood 12 perches statute measure. The vetches fed my two cows from 1st to 28th June. As the vetches were

cleared off, the soil was digged as deeply as possible, and drills opened 27 inches apart, with the spade and line, by the boys. Other boys were depositing the manure, others spreading it, others covering with the spades, others levelling the crowns of the drills, and others making tracks for the seeds. The head monitor sowed the seeds, which were covered by the boys giving two turns of a light hand roller to each drill. A portion was then sowed each day, leaving the sowing almost finished as the vetches were off. The whole was finished 8th July. Produce, per Irish acre, 34 tons.

Potatoes, 1 rood 12 perches statute. Part of this crop was planted in November, in drills 27 inches apart, with early York cabbages interlined between them. The latter were off so early as to enable me to have a light crop of Drumhead Savoy cabbages, the digging of the potatoes serving to earth them up. The potato planting was finished the 1st week of March. Produce, 20 cwt.

Mangel-wurzel, 2 roods statute.—The portion for this crop was trenched in November, leaving it in drills as if prepared for the manure. These drills were harrowed down early in spring with a light harrow drawn by the boys. Before opening the drills the soil was stirred about 12 inches deep. The subsequent work was executed as for the turnips, only the seed deposited in holes 7 inches apart, opened with the corner of a hoe. When the manure was deposited and covered, the drills were then raked and levelled, all stones and weeds cleared off, the receptacle for the seed opened 2½ inches deep, three or four seeds put in each, and covered by some moist earth. In preference to rolling, the drills were carefully clapped with the back of a spade, making the crowns and sides as smooth as possible. When the crop was about a quarter grown, every alternate plant was pulled up and given to the cows, leaving the remainder at the distance of 14 inches apart. Produce, exclusive of thinnings, 43 tons per Irish acre.

Parsnips and Carrots, 1 drill of each, 18 statute perches long.—The portion intended for this crop is trenched as early as possible in autumn each year, and manure from the cow-house spread above the surface soil which has been turned down, the subsoil being placed in drills on the top. Early in March these drills are levelled, the whole is then digged as deeply as possible, stirring the manures and mixing it with the soil. The drills are formed with the spade 2 feet apart, and the seed dibbled 7 inches apart on the drills. The after culture consists in thinning as soon as possible, stirring the soil and keeping it clear of weeds. Produce of parsnips, 2½ cwt.; carrots, 1½ cwt. Between the drills were grown two superior crops of cabbages. 1st, early York; 2nd, drumhead Savoy.

Wheat, 3 roods 9 perches, statute.—The soil for this crop was digged and well ploughed. The drills were opened by the plough 12 inches apart, for the purpose of having the crop sown in one day, and consequently evenly ripe. The seed was sown by the head monitor, after the plough, and covered by two turns of a light harrow, first up and down the drills, and next across, placing the seed almost all in the bottom of the drills. The wheat is subsequently harrowed and rolled at the time of sowing the grass seeds. Any tall weeds rising during the early part of its growth, are picked up by the pupils and carried to the cattle. Seed, 5½ stones, which produced 15 cwt., being one-third greater produce than I had either of the two previous years.

Cabbages.—Early in August I had 10 perches of borecole cabbages planted on a portion of grass land, after the second cutting of grass. The drills 2 feet apart, plants 20 inches asunder in the rows. On another portion of same land grew five ridges of cabbage plants, 21 yards long by 4 feet wide, the seeds of which were sown the first week in August, the ridges earthed up as for potatoes, but without manure; the plants were watered frequently with diluted liquid manure.

Immediately after the wheat I had 18 perches, statute measure, of the stubble ploughed as deeply as possible, and manure deposited in every alternate furrow.

By the boys, with sharp pointed sticks made for the purpose.

formed holes 18 inches apart, into which they dibbled cabbage plants. The variety planted was the "Thousand-headed," which I found to succeed better than rape. This part of the crop served materially in giving a change of food to my cows; 10 perches were under peas, beans, onions, &c.

Grass.—I commenced cutting Italian rye-grass, May 17th, when I had a good fair cutting, and from that time till 1st November, I had a sufficiency of food for two cows, with the aid of the thinnings of the mangels, till it was time to strip off the mangel leaves. I afterwards saved from 1A. 3R. 13P., statute measure, 2 tons 17 cwt. of prime hay, and also grass seeds for this year. Part of the grass seeds were sown in April with barley, and part in May with spring wheat. They were mixed with red clover, at the rate of 12 lbs. to the Irish acre. I always save my own Italian rye-grass seed, which enables me to sow liberally, which is requisite, as it is a grass that does not tiller.

Stock kept on the Farm.—During the winter, and till 14th March, there were two cows, one two-year old heifer, and two calves. The heifer and two calves were then put out to grass, leaving two cows the remainder of the year. They were fed with vetches, clover, &c., during the summer, getting six feeds daily. During the winter they get four feeds daily, with hay or straw between, and care is taken to vary the feeds as much as possible. They are curried each day, and turned out to drink and take exercise; when out the house is thoroughly cleaned, &c.

Manure.—The manure heap is formed in the centre or most convenient part of the plot intended for "green crops." It is wheeled or carried on a hand-barrow to the heap each day, from the cow-house. The most expert boys form the heap six feet wide, and four in height, mixed with layers of fine earth, weeds, &c.

A barrel is sunk in the yard for the liquid manure, an old pump serving as a sewer to convey the liquid to it. This liquid, diluted by $\frac{1}{4}$ of water, is carried out and applied to the grass, cabbages, and transplanted mangel, or poured over the manure heap, when to the latter there is no water added.

Agricultural Instruction.—The time set apart for instruction in this department is one hour daily, $\frac{1}{4}$ of which is devoted to practical instruction on the farm, and the remaining $\frac{3}{4}$ to scientific instruction in the school room. All the boys fit to handle tools, or to gain information by observation, are generally permitted to take part in or witness the farm operations. If work can be pointed out no one is allowed to be idle. Their instruction, when out, consists in learning to become expert in handling the tools used on the farm. The necessity of deepening the soil, keeping it clear of weeds, &c.; proper time of sowing the different crops, &c.:—24 boys are at present in the Agricultural Class. The short time occupied in in-door instruction is devoted to the several books on Agriculture sanctioned by the Commissioners of National Education, and in commenting on and explaining the subjects treated of in these books. Occasionally a short lecture is given in explanation of the different operations, and the system pursued on the farm.

VALUATION OF STOCK, &c., 1st January, 1850.		VALUATION AND INVENTORY taken at close of Year 1850.	
	£ s. d.		£ s. d.
Seed Wheat, 8 stones,	0 8 0	Wheat, 6 stones,	0 7 6
Beans and Peas,	0 3 0	Hay, 2½ tons, at £2 per ton,	5 10 0
Turnips, 3 tons,	1 10 0	Straw, 22 cwt., at 1s. per cwt.,	1 2 0
Carrots, 1 cwt.,	0 3 0	Beans and Peas,	0 7 8
Parsnips, 1 cwt.,	0 3 0	Potatoes, 6 barrels, at 10s. per barrel,	3 0 0
Potatoes, 4 barrels,	2 0 0	Carrots and Parsnips, 4 cwt.,	0 11 8
Mangels,	5 5 0	Mangels, 11 tons, at 14s. per ton,	7 14 0
Cabbages and Rape,	2 0 0	Turnips, 6 tons, at 10s. per ton,	3 0 0
Hay, 3 ton,	6 0 0	Cabbages,	2 10 0
Straw, 2 ton,	2 0 0	Cows, two,	15 0 0
Cows, two,	14 0 0	Heifers, two,	6 0 0
Heifers, one,	4 10 0	Harrow, one,	0 7 6
Calves, two,	2 0 0	Working tools,	1 15 0
Harrow, one,	0 7 6	Dairy utensils,	0 10 0
Working tools,	1 10 0		
Dairy utensils,	0 10 0		
Total,	£42 9 6	Total,	£47 14 11

DELGANY AGRICULTURAL SCHOOL.

Dr.

Cr.

EXPENDITURE.		RECEIPTS.	
1850, January	1, To Amount of Valuation as per Statement prefixed.	1850, May	1, By amount received for One Cow sold,
March	23, Cash paid for 4 loads of Straw, . . .	10, "	" Heifer sold, . . .
April	" " Manure, . . .	27, "	" " Calf sold, . . .
May	" " Grazing of Heifer, . . .	14, "	" " Beans and Peas, . . .
June	" " One Cow, . . .	21, "	" " Cow sold, . . .
July	" " Service of Bull, . . .	" "	" " Wheat Straw, . . .
Sept.	" " One Cow, . . .	30, "	" " Wheat sold, . . .
October	" " Working Tools, . . .	" "	" " Onions sold, . . .
Nov.	" " Rent and Taxes, . . .	24, "	" " Potatoes sold, . . .
"	" " for 3 stone Seed Potatoes, . . .	" "	" " Dairy Produce, at
"	" " Oat Straw, 54 loads, . . .	" "	" Consumed in Family 24 cwt. Potatoes, at
"	" " Seedsman's Bill, . . .	" "	" 3s. per cwt. . . .
Dec.	" " Service of Bull, . . .	" "	" Milk and Butter consumed in Family, . . .
"	" " Labour (in cash) during the year, . . .	" "	" Stock as per Valuation affixed, . . .
"	" To Profit and Loss—Profit on year, . . .	" "	"
31,			Total, . . .
			£104 19 3
			£104 19 3

I am, Sir, your obedient servant,
ANDREW THOMPSON, Teacher.

To Dr. Kirkpatrick.

APPENDIX 24.—DUNDROD NATIONAL AGRICULTURAL SCHOOL.

Dundrod, January 13th, 1851.

SIR,—I beg to furnish a statement of the proceedings on the farm attached to the Dundrod Agricultural School, for the last year (1850).

The farm contains eight acres, statute measure, and consists of a surface soil of calcareous clay, and a patch of peaty soil, with a subsoil of yellow clay, mixed in some places with gravel.

When I entered upon it in May 1848, it was in a most exhausted state and bearing nothing but couch-grass and other weeds. You can form some idea of the state it was in from the fact, that one of the fields, containing about two acres, had grown no less than nine crops of oats in succession, and the remaining fields were nearly as bad.

It was divided into five fields, some larger and some smaller, by unsightly fences, with wide gripes, which had long since ceased to answer the purpose for which they were originally intended.

These fences are now all levelled, which was done by first clearing out the old gripe, forming a drain in it, and then filling with broken stones in the usual way, and finally levelling the fence.

The farm is now divided into four parts, each containing 1A. 3R. 10P.; the remainder is under road, garden, houses, and 46 perches of permanent meadow, which I could not yet conveniently break up.

I have thorough drained about three acres—and of the remainder I will drain a part each year—that intended for ley oats; so that at the end of the rotation, which will be understood from the above division into four parts to be a “four-course shift,” the whole farm will be drained.

Of the four divisions I had last year, two of them under green crop, one under grain, and one grass. The field under green crops was unequally divided by the remains of an old fence, which I was engaged in levelling down; the ground occupied by the old fence is now bearing a crop of winter vetches which promises well. The smaller division, containing 1A. 0R. 21P., was planted with potatoes; the larger part, containing 1A. 2R. 23P., was under turnips, mangel, vetches, and cabbages, each of which was a very good crop. I may here remark that I had more land under green crops than I wished, but from the way in which it was situated I could not do otherwise.

The oat crop was sown in the beginning of April, the quantity of seed about 12 stone to the acre, and the produce 28 cwt. per acre.

The division under grass, including 46 perches permanent meadow, fed, from the 12th May till 12th October, two cows and three pigs; the cows and pigs got also cabbages, vetches, &c. I had also the grass of a field taken, for I thought I would be too scarce of food for the cattle, but as they were seldom out more than an hour or so each day, the greater part of their food came off the above named grass division, and besides this I had two tons of hay off the same field.

The stock on the farm at present is two cows and one heifer; I have no pigs at present, having sold off my stock lately, but in the course of a fortnight, or perhaps less, I will have the stock renewed.

My crops for house-feeding, during the coming spring, are rape, winter vetches, and Italian rye grass. I have a number of perches under Italian rye grass, second year, which I intend to add to the division for green crops this year, as it lies adjacent to that part; it will cut very early, and so I intend to let it remain as it is till I cut a crop off it, and then dig and plant it with cabbages.

With the exception of this part I have the ground for my green crops mostly prepared, part dug, and part ploughed, and the remainder I am busily employed in digging.

390 *Appendix to Seventeenth Report of Commissioners* [1850.

The following is a list of my crops, with the space (in Irish measure) that each occupied, and the whole produce :—

	Extent.			Produce.
	A.	R.	P.	
Hay, off grass division, &c.,	1	1	12	= 60 cwt.
Oats,	1	1	5½	= 36 "
Potatoes,	0	2	32½	= 80 "
Spring Vetches,	0	0	20	= 20 "
Turnips,	0	0	76	= 17 tons.
Mangel-Wurzel,	0	0	10	= 1½ "
Cabbages,	0	0	20	= 3 "

The carrots and parsnips consisted of a few perches in the garden.

SUMMARY OF THE YEAR AND BALANCE SHEET.

Dr.	Cr.
£ s. d.	£ s. d.
To amount of Valuation, commencement of year,	By amount received for Grain,
" paid in Rent, Taxes, &c.,	" " Potatoes, &c.,
" paid for Seeds, Lime, &c.,	" " Cattle sold,
" paid for Cattle,	" " Dairy produce,
" paid for Implements,	By amount of Inventory and Valuation, at close of year, inclusive of proportion of unexhausted improvements,
" paid for Labour,	
Profit and Loss for Balance, being gain on the Year,	
Total,	Total,

From the improved state of the land I expect that my "Balance Sheet" for 1851 will show a somewhat larger amount of "Profit" than the above.

I am, Sir, most respectfully,

Your humble and obedient servant,

ISAAC LOWRY, *Teacher*.

TO THOMAS KIRKPATRICK, Esq., M.D., &c.

APPENDIX 25.—FIVEMILETOWN AGRICULTURAL SCHOOL.

March, 1851.

The land attached to this school is a shallow, rich clay, resting on lime stone gravel and is 4 1/2 lbs. square measure. The four-course rotation is adopted, winter being green crop, summer grass cut for silage, and a small part hay, the remaining half grain crop—last year winter and spring wheat.

The part now dug for green crop is 5000 sq. rods as the grass crop is removed, dug from 10 to 12 inches deep, and thrown up into beds or ridges, something similar to large drills about 4 feet wide at bottom, a plan considered much better and cheaper than *potting*—*because* a larger surface is exposed to the sky, thus reducing the while drier and more easily freed from weeds, &c., than if it were laid flat and deeper, because the cost of digging is only \$1 per Irish acre; the *pottings* would cost more, leaving the ground in a less friable, and consequently less fit, state for the seeds to be sown and crops raised.

Prunella, turnips, carrots, mangel-wurzel, with a few beans, were the green crops.

The *prunella* clusters were dug, and either sold or used in the house during July. They were raised thus early for two reasons—1st, that they might not taint or spoil; 2nd, to get the ground prepared for the transplanting of Swede turnips, which was done then, at the same time adding a little manure. These Swedes were almost as good as the general crop; 1s. 6d. per perch, or \$12 per acre, was offered and refused for them; at 5d. a cwt. the present price, they were worth much more. In the preceding year a few were transplanted, in ground from which vetches had been taken up. Many farmers came to see them; the crop, they said, was a good one, but still they were afraid it would not do on a large scale. This year the quantity being larger, and the quality better, their doubts gave way. Next season a number mean to adopt, to some extent, the same plan, as whether sold or kept for feeding, both crops are remunerating. Carrots were sowed in drills 14 inches apart; the crop was a better one than when in lines 6 inches apart, on ridges 4 feet wide.

Carrots, mangel-wurzel, a little Swede turnips, and some oatmeal, fattened two pigs faster and better than when potatoes were abundant.

Half the wheat was sown in October, on clover lea; and, though a fair crop, was not so good as that sowed with red clover seed and Italian rye grass seed in the beginning of March.

The stock at present consists of 1 cow, 1 heifer, and 1 pig. As there is no tank, the liquid manure is absorbed by bog-stuff and earth.

Some work is done by the pupils, more by those who have been pupils, and the rest by persons employed by the day. If a small fund was set apart to pay (in proportion to the quantity of work) a few deserving and willing boys, or were there a few boarders, the results would be more favorable, and the benefit more lasting. As it is, the agricultural class, and often their parents, watch our plans, crops, rotation, and practice, and either adopt or reject them, as they consider them profitable or otherwise, from our success or failure.

The number of pupils attending school is on the increase, a fact showing that the literary department loses nothing by the agricultural; strictly speaking, the one stimulates and enlivens the other.

SUMMARY OF THE YEAR AND BALANCE SHEET.

Dr.		£ s. d.		£ s. d.	Cr.
	To amount of valuation commencement of year,	17 12 0		By amount received for Grain,	10 7 6
	" paid in Rent, Taxes, &c., &c.*	5 16 0½		" " Potatoes, Roots, &c.	2 19 0
	" paid for Labour,	5 13 11½		" " Cattle sold,	5 4 0
	" of Lime, Seeds, Manure, &c.	3 19 4½		" " Dairy produce,	8 16 0
	" Cattle during the year,	1 18 0		" " Eggs, Poultry, &c.	1 12 0
	" Farming Implements and repairs of ditto,	0 7 6		By amount of Inventory and Valuation at close of the year,	18 14 6
	Profit and Loss for Balance, being gain on the year,	12 6 1½			47 13 0
		47 13 0			

* Rent at £2 5s. per Irish acre is included as if actually paid, which is not the case, the landlord giving it free of rent.

HUGH LYNCH, Teacher.

To Thomas Kirpatrick, Esq., M.D., &c.

APPENDIX 26.—DROMISKIN MODEL FARM—County Louth.

SIR,—In accordance with your instructions, I beg to submit to you the balance sheet of the above farm, for the year ending 31st December, 1850; and to give you a simple statement of the management and cultivation pursued on it since I got possession in March, 1850.

The farm in connexion with the Dromiskin Ordinary National Agricultural School contains about 6A. 2R. 30P., Irish plantation measure.

The soil is naturally good, but when I got possession of it, it was in a most neglected state, and the greater portion of it very much exhausted by a constant succession of grain crops.

I first turned my attention to the cleaning of the ground, and picking off the couch grass, and other weeds, which were allowed to grow there for years without interruption.

Order of Cropping.—I had spring wheat sown in 2 acres, which was manured the previous year, for turnips, by the landlord (Thomas Fortescue, Esq.)—produce, 14 barrels, 11 stone. I laid down 1A. 3R. 8P. that was under wheat, with the usual compliment of Italian Rye Grass, and Red Clover, which promise to yield the heaviest crop in the neighbourhood.

The Oat Crop, 1A. 0R. 37P.—This crop was sown on the 2nd April, and reaped on the 12th September; produce, 14 barrels. This field was much exhausted in consequence of not being manured for ten years prior to my getting possession of it. I had barley sown in a small plot, measuring 9P.; produce, 1 barrel.

Mangel-Wurzel.—The ground I intended for this crop was foul, and overgrown with weeds of every description. My first object was to have all the weeds eradicated; this I did most effectually and at a considerable expense. I first gave it two ploughings, and two harrowings, and then I got it dug 14 inches deep; I opened the drills 27 inches apart, and the plants in the drills 12 inches asunder. The after-culture consisted in weeding and thinning the plants, and digging between the rows to the depth of 12 inches: the quantity of ground was 1R., from which I raised about 9 tons.

I had a small portion (6 perches) under carrots; the drills were only 18 inches apart, being formed with the spade—produce, 2½ tons.

Turnip Crop, 1A. 1R. 20P.—The expense of this crop was considerable, as I had to purchase all the manure, and draw it from a distance, at a very high rate, and as I considered that I had not a sufficiency I purchased some guano, which in a great measure protected the young plants from the ravages of the turnip fly; the drills were opened 27 inches apart, and the plants in the drills 12 inches—produce about 30 tons to the acre.

Potato Crop, 3R.—The manure I applied to this crop was collected from the remains of the old and useless fences on the farm, together with the stuff I collected from the old walls, and thatch, which I found on the premises; this formed an excellent compost for the potato crop, the produce of which surpassed my most sanguine expectations, being about 50 barrels, for which I received 6s. 8d. per barrel.

The remainder of the farm was uncropped, in consequence of the greater portion of it being covered with water; this portion I have reclaimed, and cropped with potatoes this year.

My root crop was so very good that I was tempted to become a competitor for the premiums offered by the "Louth Farming Society," and the "Royal Agricultural Society," for the best managed and cultivated root crop; and the Agricultural Inspector, appointed by the Societies, awarded me the first premium in my Class, being £3 in the former society, and £2 in the latter; these being the highest sums given to persons in my Class.

I also obtained the first premium of £1, in my Class, from the "Fortescue Estate Farming Society," for the best cultivated root crop.

I intend to have the farm divided into four equal divisions, to suit the four

course rotation, viz :—1st green crops ; 2nd grain ; 3rd grass for soiling, and hay ; 4th oats on clover lea.

The head-lands at the ends of the mangel and turnip drills, I had cropped with cabbages, which turned out a most excellent crop, and their appearance in the months of March and April, would delight the most fastidious agriculturist.

I regret to say that many of the small farmers (who could perform the after culture of their root crops with the spade) neglect their head-lands, which produce them nothing but weeds ; and which, if properly cultivated, would supply a large amount of food for their cattle and domestic uses.

Stock kept on the Farm.—My present stock is only one cow, a small pony, and three pigs ; it would have been larger, but I had no place in readiness to house-feed during the winter and spring, as the farm buildings were not finished.

Agricultural Instruction is given on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, during the summer and autumn months from $\frac{1}{4}$ past 10 o'clock till $\frac{1}{4}$ past 10 o'clock, and from $\frac{1}{4}$ past 12 o'clock till $\frac{1}{4}$ past 12 o'clock during the winter and spring months. The number of young lads receiving instruction is 24, and they all appear most anxious to study this important science.

Industrial Class.—This class is composed of six young lads, selected from the agricultural class. They work for two hours in the forenoon before the regular school hours, and three hours on Saturdays ; and as a reward for their industry, each boy receives 6d. per week. I am happy to say their conduct and proficiency, are most exemplary and praiseworthy.

The pupils in the agricultural class are occasionally conducted by myself, to witness the different operations pursued on the farm.

I regret that my balance sheet does not furnish a larger amount of profit on the year's transactions, but when I take into account the heavy expenditure that attended the first year's tillage, namely, the purchasing of manures, and the large amount paid for horse and manual labour, the gain is more than I anticipated.

I cannot conclude this brief report without stating that Thomas Fortescue, Esq., who devotes his best energies and talents to promote the agricultural interests of the tenantry on his extensive estates, has, with his usual liberality, made a present of farming implements for the use of the young lads working on the farm ; and I should also mention that he has kindly promised to build a suitable dwelling house for me on the farm, in the course of this summer, in addition to the offices which he has already erected.

In conclusion, I beg to remark that the Dromiskin Ordinary National Agricultural School and Model Farm are likely to do much good, as the small farmers in this locality are to a great extent following my example this year in the cultivation of their root crops ; and I hope, ere long, to see their old and useless fences levelled, a regular rotation adopted, and their cattle house-fed ; by these means they will be able to have their lands in better condition, and consequently a much greater increase in the amount of produce.

I am, Sir, most respectfully,

Your very obedient servant,

PATRICK QUINN.

DOCTOR KIRKPATRICK,

Inspector of National Agricultural Schools.

FARM ACCOUNTS IN CONNEXION WITH THE DROMISKIN ORDINARY NATIONAL AGRICULTURAL SCHOOL.

*Dr.**Cr.*

EXPENDITURE.		1850.		Receipts.	
		£	s. d.		£ s. d.
1850.					
Mar. 1	To amount paid for Seed Wheat,			By amount received for One Pig,	4 10 0
" 6	" paid for One Pig,	2	9 6	" received for 14 barrels of Oats, at	7 7 0
" 14	" paid for Seed Potatoes,	2	10 0	10s. 6d. per barrel,	
" 16	" paid for Manure,	3	2 6	" received for 14 barrels 11 stone of	
April 4	" paid for Seed Oats,	6	10 0	Wheat, at 23s. 6d. per barrel,	17 1 11
" 12	" paid for Mangel Wurzel, Turnip, and	1	11 8	" received for 1 barrel of Barley,	0 14 0
" 15	Carrot Seeds,	0	9 6	" received for Dairy produce since 1st	
" 18	" paid for Guano,	0	17 6	July, viz. :-	
June 6	" paid for Seed Barley,	0	2 0	Milk and Butter sold, £5 8s. 0d.	
" 12	" paid for One Cow,	9	10 0	Ditto used by Family, 2 12 0	
" 12	" paid for Pony and Cart,	10	0 0		
" "	" paid for Harness,	1	10 0	By Balance Value of Stock Crop, &c.	8 0 0
" 8	" paid for Three Pigs,	4	9 0	One Cow,	£9 10 0
" 20	" paid for County Cess,	1	2 0	Pony and Cart,	10 0 0
" 4	" paid for Hay,	2	10 0	Harness,	1 10 0
Oct. 31	" paid for Rent to Landlord,	13	7 6	Turnips, 20 tons, at 10s. per	
" "	" paid for Pig feeding,	2	0 6	ton,	10 0 0
" "	" paid for Labour, viz. :-			Mangel Wurzel, 5 tons, at	
" "	Manual Labour, £14 10s. 0d. }			13s. per ton,	3 5 0
" "	Horse do. 6 10 0 }	21	0 0	Carrots, 1 ton,	1 5 0
" "	To Profit and Loss :-Gain on the Year,	14	4 9	Potatoes, 50 barrels, at 6s. 8d.	16 13 4
				barrel,	
				Three Pigs,	7 10 0
					59 13 4
				Total,	£97 6 3
				Gain on the Year 1850,	£14 4 9

PATRICK QUINN, *Literary and Agricultural Teacher.*

**APPENDIX 27.—BELVOIR NATIONAL AGRICULTURAL SCHOOL—
County Clare.**

April, 1851.

SIR,—In conformity with your request I beg leave to submit to you the following, as containing a statement of the operations on the Model Farm attached to the above school, since my arrival here on 18th June, 1850, to 1st January, 1851; but, before doing so, I may remark, that it may not appear as satisfactory as might be wished, in consequence of my resources being crippled; wanting the principal agent in successful farming—capital.

Previous to June, 1850, and since July, 1848, this farm was under the superintendence of the late teacher, Mr. Brogan, who will, I dare say, give you the particulars of his operations from January to June.

The farm, which contains 12 statute acres, is considerably elevated, with a northern aspect, and is naturally divided into two parts by a mountain stream running from south to north, but which are artificially connected by three large viaducts, formed of stones raised out of the land in clearing it.

As the present divisions of the farm have been so completely described in Mr. Brogan's report for 1849, I consider it unnecessary to enter into any description of them at present.

From the fact of the patron, D. J. Wilson, Esq., expending £30 in the reclamation and improvement of the farm in general, and of the late teacher's great exertions in its clearing, &c., my labour must be comparatively light, when its present is compared with its original state.

My time from June until the latter part of Autumn, was occupied in the after-culture of the green crops, and the reaping and saving grain crops sown by Mr. Brogan, together with the saving of hay, and the general routine business of the farm. I also got down three roods of a stolen crop, consisting of transplanted mangels, Swedish turnips, cabbages, and rape; the first-named crops following winter vetches—and it is worth while remarking that these crops were as good, if not better, than the regular crop; the third and fourth following barley; all of which greatly assisted me in the feeding of my cows.

After the removal of the grain crops, I directed my attention to the preparatory cultivation of the land intended for green crops in 1851, which consisted of digging all such ground a full spading in depth, and into high ridges, in order the more effectually to expose it to the beneficial influence of the winter's atmosphere, taking care to remove all stones, &c. &c. As I will, if Providence spares me, have to give you an account of this year's proceedings, I will not now detain you by detailing the year's operations since January, further than mentioning the crops I have already sown in each of the three rotations pursued on the farm. In that portion of the farm under the four course shift, I have in 1st division, grass—2nd, oats—3rd is under cultivation for turnips—and 4th is under barley, with grass seeds. The five course shift is cropped as follows:—1st division, oats on lea—2nd, grass second year—3rd, grass first year—4th, barley, with clover and grass seeds—and the 5th is under manured green crops, consisting of potatoes, mangels, and flax, which are to be succeeded by a stolen crop of rape or cabbages. The six course rotation, as devised by Mr. Brogan, is cropped as follows:—1st division is under barley, with grass seeds—2nd division is under vetches, oats, and part under cultivation for turnips; the first-named crop to be succeeded by a late crop of turnips, and the oats to be followed by cabbages or rape—3rd division sown with oats—4th division in preparation for turnips—5th division oats—and 6th division grass. The extent of land under the crops now sown is as under:—

			A.	R.	P.
Wheat in a portion of five course,	..	..	0	0	30
Oats	"	"	..	..	2 0 0
Barley	"	"	..	..	1 2 0
Flax	"	"	..	..	0 1 0
Potatoes	"	"	..	..	0 2 0
Mangel Wurzel	"	"	..	..	0 1 35
Vetches	"	"	..	..	0 1 0
Cabbage	"	"	..	..	0 1 0

As you had an opportunity of seeing the balance sheet of this farm for 1850, in the "Farm Account Book," forwarded to the Office; and as I there made allusion to it, I shall not now detain you by adverting thereto.

A "Paid Industrial Class" was established in this school, in September, 1849, consisting of six pupils; and I am happy to have it in my power to state that nothing can be more satisfactory than to observe the lasting benefits its institution has conferred, and is conferring on the pupils of this school. It is highly pleasing to observe with what marked willingness both paid and unpaid pupils work on the farm every day—the former for two hours, the latter for one, and following the example of the paid class. When a vacancy occurs in the class, a public examination is held; and the boy who is found to improve most in both the literary and agricultural department, is selected, taking into account his general good conduct. From this you may perceive that the "Paid Agricultural Class," instead of retarding the literary instruction of the school, advances it by the increased stimulus it impartz to each and every boy to gain admittance.

As I had no capital on my entry into the farm, and as there was no stock whatsoever on it, on my taking charge of it, my patron, D. J. Wilson, Esq., in a few days after my arrival, most kindly gave me a milch cow, until I should find it convenient to pay him; and subsequently I was enabled by the Board to purchase another. These, then, together with a brood sow, form the entire stock of the farm; and though I was limited to them during the winter, it is, I think, worthy of notice, that I supplied farmers in the locality, having both cows and horses, with milk; a proof of the advantages of house feeding, and of which they are not now ignorant. I may also remark that the milk of my cows produced throughout the winter, on alternate feeds of turnips and hay, a pound of butter to every eight quarts—a pound to every twelve being considered very good produce. Another evident proof the tenantry of this district had of the advantages of house-feeding, was my obtaining a prize of £1, for having, on 20th December, the largest and best prepared heap of manure, though some of those with whom I competed had as many as twelve cows. I also carried off the highest prize for having the greatest extent of stubble ground well and deepest dug. These were premiums awarded by Mr. Wilson to those on his property who were found deserving them.

The meagre supply of stock on the farm arises from a want of funds to purchase more—the Commissioners, owing, it is stated, to a fixed rule, having refused to make any advance; and had it not been for the kindness of Mr. Wilson, in advancing me seed for the farm, and money to meet demands which press heavily upon me at this season of the year, and allowances he makes in the rent, I would scarcely be able to keep even a cow. In a word, from the many difficulties I have had to encounter, and of which you are already aware, and that are now unnecessary to mention, I could never have got on but for his kind assistance.

I am, Sir, your obedient servant,

THOMAS MADDEN, *Agricultural Teacher.*

Thomas Kirkpatrick, Esq., M. D.
Agricultural Inspector.

APPENDIX 28.—DERRYCASTLE MODEL AGRICULTURAL SCHOOL— *County Tipperary.*

April, 1851.

SIR,—In accordance with your instructions I beg to forward to you an account of my proceedings here since my entry upon my duties as Agriculturalist, in the latter part of January last.

I may first mention that the farm is situated at a very considerable elevation

on a hill, and the soil, which is of the clay slate formation, is light and poor. A vein of rock traverses the farm, rising in some places to within six or seven inches of the surface, and at one part to several feet above it.

Having fixed upon the rotation (a five-course shift) which I considered best suited to the soil under the present circumstances, my first operation was to level all the old interior fences that would have interfered with the labour of the season, and as the weather was unfavorable for any other kind of work, I continued at it until a complete clearance was effected. As soon as the fences were levelled, I commenced to trench that portion of ground intended for green crops, this work being rendered necessary by the extreme shallowness of the soil. The trenching of the land, owing to the great number, and in many parts the great size of the stones in the soil, proved to be both a troublesome and an expensive operation, but still one that it was absolutely necessary to have effected. About 2A. and 3R. statute measure have been trenched. The land was for some time in pasture previous to my entry, and from the late period at which I commenced operations the sods have not had sufficient time to decompose, which will add to the expense of bringing it to a proper state for the reception of green crop seeds, and also retard their sowing.

Oats, barley, and vetches have been sown on part of the farm.

There have been 7 statute acres (which is all that required drainage) thorough drained; the parallel drains were formed 36 feet apart, 4 feet deep, and filled with 12 inches of broken stones.

I am at present engaged in getting some bog stuff prepared for preserving the liquid and volatile parts of the manure, in order that I may be able to show how far a farm can be manured from its own resources by proper economy and management. The greatest ignorance prevails in this locality about the nature or value of farm-yard manure, the liquid being considered worthless, and generally allowed a direct passage to the nearest stream or ditch. As it is by example, and not by verbal instruction, that the *present* generation of farmers must be taught, it is much to be regretted that so many obstacles as those above mentioned exist in the way of bringing the land speedily under the improved system of husbandry; but it will, however, afford an excellent example of what may be effected by industry and perseverance.

The school and farm buildings are now nearly completed; and I trust that ere long the school will be in operation, and a class of the more advanced pupils receiving agricultural instruction, and practical knowledge on the farm.

I am, Sir,

Your obedient servant,

FRANCIS HEALY, *Agriculturist.*

TO THOMAS KIRKPATRICK, ESQ., M.D.

APPENDIX 29.—FARRAHY MODEL FARM—County Cork.

Farrahy, April, 1851.

SIR,—In compliance with your request, I beg to submit the following report of my proceedings, since my appointment as Agriculturist at the Farrahy Model Farm.

When I came here on the 14th of December last, I found the farm in a very neglected condition, being greatly exhausted from the successional growth of grain crops for some years, and part of it covered with heath and stunted furze. It is situated at the southern side of the chain of mountains which divide, in part of their course, the county of Cork from that of Limerick. The soil is of the poorest description, and will require all my exertions to make it produce average crops.

The farm, which contains 19 statute acres, has a northern aspect, and is

divided into two portions by the mountain road leading from Cork to Kilfinnan. The portion north of the road contains $8\frac{1}{2}$ statute acres, and that south of it $10\frac{1}{2}$ acres; for the sake of reference I will call the latter No. 1, and the former No. 2.

No. 1, on which the school and farm buildings are situated, was all in lea when I commenced operations, and was divided into several small fields by large fences of clay covered with furze.

No. 2 was also crowded with useless fences, some of which were a perch wide at their base, and the gripes filled with water. In the centre of this portion were the ruins of an old corn-mill, with about 39 perches of its water course, in some places seven feet deep, and on either of its sides a large bank of stones and earth covered with furze.

Having now given you a short description of the state in which I found the farm, I beg to mention some of the improvements which have been effected. No. 1, as I before stated, contains $10\frac{1}{2}$ statute acres, and on this portion I intend carrying out the three crop rotation, but from the absence of manure, &c., I have only 8 acres of it under cultivation this season. On the part of this division which I have cultivated, 50 perches of fences have been removed, and several gripes and hollows filled up, by which 2 roods of land have been gained. From this portion, which is adjacent to the house, I have taken a small piece of ground for garden purposes, and have separated it from the rest of the field by a ground hedge of white thorn and privet. In the garden I have planted cabbages, and have sown beans, peas, onions, leeks, &c., &c. The field which adjoins the garden was dug to the depth of 16 inches, and in part of it potatoes are planted in drills 27 inches apart, and the remainder will be occupied with carrots, parsnips, mangolds, and turnips.

In No 2, 40 perches of drains have been made, in addition to the filling up of the old mill course with the stones which had been deposited on its sides, and the work done in such a manner as to form an efficient drain. I subsequently levelled 60 perches of useless and crooked fences, and filled up 80 perches of gripes, by which I have gained 1A. and 37P., thus making a total gain, on the part of the farm I have laboured this season, of 1A. 2R. and 37P. This portion of the farm has been laid off in four equal fields, separated from one another by a sod of about 10 inches wide, and on it a four-course rotation will be pursued. I got about 4 acres of the land, which was overrun with couch grass and weeds, dug to the depth of 16 inches, and the remainder ploughed 12 inches deep. The crops which I have sown are oats (black Tartarian), vetches, flax, with grass and clover seeds, and part of the ground is under preparation for turnips.

I have much pleasure in informing you that the improvements which I have effected have not merely attracted much attention in the neighbourhood, but have also already proved a means of causing some persons to set about similar improvements on their own holdings.

There is likely to be a large attendance at the literary school, and I doubt not that, when all the necessary arrangements are completed, there will be many applicants for admission as resident agricultural pupils or boarders.

I cannot conclude these remarks without acknowledging the kind attention which I have received from the Very Rev. the Dean of Cloyne, the Rev. H. Tighe, the Rev. J. Goulden, P.P., and the Rev. — Walsh, C.C. Each of these reverend gentlemen has shown a great interest in the success of the establishment, by impressing upon the members of their congregations the advantages which would result from the adoption of a course of husbandry similar to that which will be exemplified on the Farraby School Farm, and from the instruction of the rising generation in the principles and improved practice of agriculture, in addition to the usual course of literary training.

I remain, Sir,
Your obedient servant,
B. SMITH.

To DR. KIRKPATRICK,
&c., &c.

APPENDIX 30.—TERVOE MODEL FARM—County Limerick.

April, 1851.

SIR,—In accordance with your instructions, I beg to forward to you an account of my proceedings here since my appointment in October last.

The farm, which contains 29 statute acres and 5 perches, rests upon a substratum of limestone, and has a south-western aspect.

At my entry the land was in a most exhausted and foul state, and divided by upwards of 84 Irish perches of crooked and unsightly fences, with a wide and deep gripe adjoining the mearing, which served as a repository for weeds and all such matters annually collected off the farm.

Although anxious that the land should be turned over deeply, to be acted on by the ameliorating influence of the winter's frosts, I could not effect that object, owing to the extreme wetness of the season, until the beginning of January last, when I commenced to plough (trench-ploughing the divisions intended for green crops and flax), and had the entire turned over by the 25th of January. I next cleared out the large gripe before referred to, narrowing it at the bottom, and having preserved a proper fall for the water, it was piped with flags, filled several feet in height with the stones from the old and useless fences, and finally covered with scraws and rushes.

The farm is laid off in divisions suited for the two and four course rotations, which are those I intend carrying out. In neither of these divisions is included a "crag" of some extent, which can only be used as an exercise ground for the cattle, which will be house-fed. The apportioning a piece of ground for a garden, has been deferred until the buildings are completed.

The quantity of land gained by removing useless fences and gripes, and grubbing of old stumps of trees, cannot amount to less than 2 roods Irish measure, and is now available for cropping.

The crops at present growing on the farm are—

FIRST DIVISION—FOUR-COURSE ROTATION.

- No. 1—Oats, with grass and clover.
- " 2—Turnips, mangels, and carrots.
- " 3—Oats.
- " 4—Grass in part, and remainder mangels.

SECOND DIVISION.

- No. 1—Flax, with grass and clover.
- " 2—Potatoes and turnips.

The farm has been thorough-drained by the proprietor, W. Monsell, Esq. M.P., and I confidently expect that it will produce remunerating crops so soon as an opportunity is afforded, by the buildings now in progress, of having cattle upon the farm, and a consequent supply of manure.

I cannot conclude these observations without expressing how grateful I feel to James Barry, Esq., for his kind assistance, and I am also much indebted to several of my friends for their obliging co-operation.

I remain, Sir,

Your obedient servant,

DAVID POUNCH.

TO THOMAS KIRKPATRICK, Esq., M.D.,
&c., &c.

APPENDIX 31.—WOODSTOCK MODEL FARM—County Kilkenny.

April, 1851.

SIR,—I beg to submit to you the following brief report of the above farm, and the operations on it, since it came under my management in January last. It contains 8A. 2R. 35P. statute, divided into two parts by the garden, buildings, and road leading from the east boundary to the school, &c. The seven-

course shift being that I intend to follow, I have subdivided these divisions into seven nearly equal parts—three to the rere, and four to the front of the standing.

The farm is situated in an elevated district, and has a gentle incline to the south, where it is bounded by the public road leading from Kilkenny to New Ross. The soil is moory, varying in depth from 3 to 7 inches. Before it came into the possession of the Board, it had been all thorough drained, and the portion to the rere of the premises subsoiled; the other portion to the front, being unsubsoiled, abounded in rocks and stones of various sizes, consisting of granite, quartz, and iron or bogmine.

When I entered on my duties here, I found the farm a perfect common, owing chiefly to the different carways leading to the buildings, and various other breaches in the fences, the making up and repairing of which constituted the first part of my work. My attention was next directed to the unreclaimed part, which required capital and energy to have it tolerably prepared (within a very limited period) for the reception of the different crops which I am cultivating this season. I accordingly employed a sufficient number of labourers, who had each to come provided with spade and crowbar, so that by their united strength, judiciously managed, I had, after a few days, what rocks, &c., were partly imbedded in the soil lifted up. I next made a close search with the spade, &c., for such as were immediately near the surface, which I also raised.

After having the stones removed, I commenced turning up with spade and plough the whole of this division for oats and green crops, with the exception of about half an acre at the southern extremity, the greater part of which had been excavated for the formation of the adjacent road. In consequence of the shallowness of the soil, as also to have it partly prepared for subsoiling after the crops being removed, I had it ploughed into narrow sets of about six feet each, including ridge and furrow. I next got the furrows dug, where I intended to get in the oats; and after harrowing in the seed, I had them trenched on the ridges.

The portion intended for turnips and mangel had to be deepened and cleared from stones by trenching. I then got what stones were taken out (a very large quantity) removed, the furrows dug and trenched up, by which time I had acquired a moderate depth. It looks well when finished, and has excited no small share of surprise in those who have witnessed the change wrought in so short a time on a field presenting so many difficulties.

THE CROPS.

The subjoined Table will show the cropping of the Farm this season.

Divisions.		Crops.	Time of Sowing.	Extent Occupied.		
No.				A.	R.	P.
1,	{	Potatoes,	March 31st to April 4th,	0	3	18
"	2,	Turnips,	Ground prepared—not sown,	0	0	32
"	3,	Oats,	April 7th and 8th,	1	0	12
"	4,	Mangel,	May 19th to 21st,	0	1	0
"	5,	Turnips,	Ground prepared—not sown,	0	3	12
"	6,	Oats,	April 7th and 8th,	1	0	12
"	7,	Pasture,		2	0	28
"	8,	Oats,	April 7th and 8th,	1	0	14
"	9,	Potatoes,	March 28th to April 1st,	0	0	32
"	10,	Cabbages,	March 24th,	0	0	4
Total,				7	3	4

The corn and green crops are to be alternated the next year to have the four divisions in front properly reclaimed, so that the following year the rotation may be in full operation. No. 7 is under oats this year, in order to have it sown with corn and grass seeds (after a manured crop) the third year.

The building not being completed when I came here, I had to take lodgings about one and a half miles distant from the farm; I consequently purchased no stock. I have kept a regular account of the expenditure on the farm from the beginning. The school not being opened as yet, I can say nothing respecting it, but that a great anxiety prevails to have it in operation. I am of opinion that it will be well attended.

I have the honor to be, Sir,

Your very obedient servant, &c.,

JOHN LYNCH.

DR. KIRKPATRICK,
Agricultural Inspector, Education Office,
&c., &c.

APPENDIX 32.—BATH MODEL AGRICULTURAL NATIONAL SCHOOL—*County Monaghan.*

June, 1851.

SIR,—In compliance with your directions, I submit to you the following Report on the agricultural department of the above school.

The Bath Agricultural School was opened for instruction in July, 1850, and from that till September I conducted both the literary and agricultural departments. I then attended at the Model Farm, Glasnevin, to receive some necessary instruction, during the month of September, and returned to resume my duties in the beginning of October. A literary teacher was appointed at the same time, so that thenceforward I had only to manage the agricultural department.

The farm which it is proposed to cultivate as a model farm in connexion with the school, contains 64 acres, statute measure. It is in the possession of Mr. M'Ardle, a bailiff on the estate, with whom the late agent of the Bath estate, T. Kennedy, Esq., to whose zealous and benevolent exertions this locality is indebted for such an institution, made arrangements for having it cultivated according to the directions of the agriculturist appointed to conduct the school, and also for the maintenance of a certain number of agricultural boarders; but owing to the removal of Mr. Kennedy the latter arrangement has not yet been carried out. Previous to the farm coming under my management, in March, 1850, the system of cultivation pursued was the too common one of growing a number of grain crops in succession, with an occasional green crop intervening, but without any definite course being adhered to. Although the tillage appeared to be fairly executed the crops were not such as might be raised off such land, owing to the limited quantity of manure returned to the soil under such a system. The deficiency in this respect was not confined merely to the *quantity*, but extended also to the *quality*, which, owing to the absence of those precautions which science points out as essentially necessary to be observed in the collection and preservation of this valuable material, was much deteriorated. Since I undertook the direction of the operations on it many useful improvements have been effected, in all of which Mr. M'Ardle fully acquiesced, and afforded every facility for carrying them out. He appears fully convinced of the beneficial effects that must accrue from the adoption of the improved system, and implicitly follows my guidance in the matter. I have decided on introducing

the four and five course rotations, and measures are now in progress to have them brought into operation as soon as possible; but, owing to the present state of the farm, a considerable time must elapse before they are in full effect. This year the poorest division of that portion of the farm intended for the five course shift has been prepared with much labour for green crops. It was ploughed several times, and all stones that were met with were raised and carried off the land. The potatoes which were planted in a portion of this division, in the month of February, are now looking healthy, and promise a remunerative return should they escape the blight. The remainder of it is under turnips, the sowing of which is now about being finished.

The collection of an adequate supply of good manure is now engaging our attention. A considerable quantity of bog mould has been already drawn, and, during the summer, the parings of road sides, and scourings of gries and ditches, will be collected and used with the bog mould to absorb the liquid and gaseous products that might otherwise escape from the manure during its decomposition in the heap.

The Agricultural Class.—The average number of pupils receiving agricultural instruction, from 1st October, 1850, to 31st March, 1851, has been ten. This number is smaller than might be expected; but the population of this locality has been much diminished by emigration; and in consequence of the depressed state of the times, many farmers who are anxious that their sons should avail themselves of the opportunity afforded them to acquire useful instruction, are yet compelled to keep them at home to assist them in their labours.

The time devoted to the agricultural instruction of the more advanced boys is from 1 to 2 o'clock each day, Saturday excepted. A portion of this time is devoted to working on the farm or in the garden, and the remainder to oral instruction in the school room. In my lectures I endeavour to make them fully sensible of the prevailing errors of the old system of farming, and the remedies that should be applied in reference to them. I find them pretty clever and tractable in receiving instruction, but at first they manifested a decided reluctance to working on the farm, in which feeling some of their parents participated. Finding them so much averse to the laborious part of the business, I did not consider it prudent to adopt coercive measures; but, by dwelling forcibly on the benefits of improved cultivation, I excited in their unprejudiced minds a taste for a better system than that they saw followed by their fathers; they gradually became more interested in the matter; and I have now but little difficulty in getting them to work, as they are anxious to become fully acquainted with the improved system.

My labours have not been confined to the agricultural school and model farm. I have been occasionally requested by farmers in the vicinity to give them instruction as to the cultivation of green crops, with which they were not fully acquainted. On such occasions I gave all the information in my power, and told them that at any time they might require similar information I would be happy to afford it.

In conclusion I venture to express the hope, that the beneficial example here shown, and the instruction afforded, will in due time effect a salutary change whereby the injudicious treatment of a fruitful soil heretofore followed will be supplanted by a sound and profitable system of husbandry.

I have the honor to be, Sir,
Your very obedient servant,
JOHN FOLEY.

THOS. KIRKPATRICK, ESQ., M.D.,
Inspector of National Agricultural Schools, &c., &c.

APPENDIX 33.

CIRCULAR.—Returns of Statistics and Cropping of the National Agricultural Schools.

EDUCATION OFFICE, MARLBOROUGH-STREET.

Dublin,

185

SIR,—We have to request that you will call the immediate attention of the
 of the Agricultural National School, to the annexed form of returns, which he is to fill up and transmit to this office with the farm account book at the close of the year. The object in view in requiring such return is, in addition to ascertaining the progress made and results obtained in each individual case, to exhibit a tabular statement of the results realized in different localities, soils, and circumstances. Such a statement, if accurately compiled, will be found useful in many respects; but, on the contrary, if erroneous or exaggerated, it may be positively mischievous, and bring discredit on the individuals furnishing such, and on the system they are engaged in carrying out. It is therefore hoped that due care will be taken in ascertaining the particulars required.

It is also requested that the in his annual report to the Agricultural Inspector, will give a return of his cropping for the past year in the form annexed, inserting in the last column, headed "Observations," such remarks on each crop as he may consider judicious.

We are, Sir,

Your very obedient servants,

MAURICE CROSS, }
 JAMES KELLY, } *Secretaries.*

To

(R E T U R N N O. 1.)

Statistics of the _____ Agricultural National School and Model Farm, County _____
 31st December, 185 .

Extent.	Rent or Value per Statute Acre.	Cost of Cultivation.					Return from Cultivation.		
		Amount paid for Labour.	Estimated Value of the Gratuitous Labour of the Pupils.	Cost of Seeds, Manures, &c.	Rent and Taxes.	Total.	Estimated Value of the Produce raised.	Profit or Loss on the Farming transactions of the Year.	Comparative acreable(Statute) Profit or Loss.

(Continued.)

Live Stock.							Pupils receiving Agricultural Instruction.				" Industrial Class."			
Draft Animals.	Black Cattle.			Sheep.	Pigs.	Poultry.	Rotation or Rotations followed.			Agricultural Boarders.		Day Pupils.	Number paid by the Commissioners.	Number paid by the Patron or Teacher.
	Bulls or bullocks	Cows.	Heifers.							Calves.				
										Free.	Pay half amount.			

(RETURN NO. 2.)

Table showing the Cropping of the _____ National School Farm, for 185 .

Crops Cultivated.	Extent Occupied.	Period of Sowing or Planting.	Period of Harvesting.	Quantity of Seed per Statute Acre.	Produce per Statute Acre.	Estimated Expence of Cultivation per Statute Acre, including Seed, Rent, &c.	Profit or Loss per Statute Acre on the Culture.	OBSERVATIONS.

(Signed,) _____ *Teacher.*

I Certify that the above Returns are correct, according to the best of my knowledge and belief.

*Manager.*_____
Date.

APPENDIX E.

I.

REPORTS OF DISTRICT INSPECTORS ON INDUSTRIAL SCHOOLS.

No. 1.—REPORT of F. W. NEWELL, Esq., District Inspector, on the BALLYMENA INDUSTRIAL SCHOOLS.

Ballymena, May, 1851.

GENTLEMEN,—In compliance with your instructions, I beg to submit the following report upon the Ballymena Industrial National Schools.

Although the object of this school has been fully treated of in the different reports of my predecessor, yet it may not be superfluous for me to describe it briefly for the information of those who may as yet be strangers to its details.

It is now in the fifth year of its existence, having been originally established for the purpose of mitigating the general distress of the poorer classes in 1846-7, by diminishing the numbers of the young of both sexes whom that distress was driving to the gates of the Union work-house; and its establishment included the doubly benevolent end of instructing their ignorance, while relieving their destitution.

The arrangements are as follow :—A limited number of boys and girls are admitted and instructed, who receive daily two meals of good plain food; the boys are partly, the girls wholly clad, with adequate homely clothing.

Admission takes place monthly, upon rigid and careful examination of the claims of the candidates by the Committee. The after conduct of those who have left the institution has been already frequently alluded to as exemplary; and this very gratifying report continues to be made, and includes the names of those who have betaken themselves to trade or service up to this time from the date of the last published report.

Although subscriptions for the support of the institution have been collected yearly, to the amount of about £100, yet, even with the limited amount of resources hitherto at their command, the Committee have conducted the Institution for the year that has just ended without the aid of any; and although it appears to be in debt upon this view of their account, to the amount of about £40, the deficit is but apparent; as the value of the stock, farming utensils, and unsold produce, at a *low estimate*, is sufficient to cover it without drawing upon the fund made up of the uncollected subscriptions of the past year, and those accruing for the year now current.

A portion of land, consisting of $3\frac{1}{2}$ acres, is farmed by the male pupils, under the direction and instruction of the teacher. The produce of this little farm and the milk of 4 cows are sold, and the proceeds have repaid the cost of production, and left a sum of £40 to be placed to the credit of the Institution. The streets of the town are swept by the boys, and the Town Commissioners have allowed by contract

for the performance of this service the sum of £30 per annum with the collected manure.

The industrial department of the female school consists of all kinds of plain needle-work and knitting, some of which is executed in a style of great excellence. There have been specimens of a better kind of knitting almost deserving to rank as fancy work, but plain work is more decidedly encouraged, from a thorough conviction of its greater practical utility, if not temporary value. Work such as I have alluded to has been sold during the past year in London, through the instrumentality of the active and benevolent patroness, Mrs. A. Shafto Adair, at very remunerative prices.

Although I have not been directed to report upon the efficiency of the schools in a literary point of view, I take leave to observe, that I feel gratified by their condition in this respect, more especially when I consider the many other claims upon the attention both of pupils and teachers; and the long and protracted course of occupation in which they are daily engaged. Considered in a literary point of view, the schools are in no respect below the average of the National Schools in the neighbourhood.

So long, then, as an establishment like this shall be conducted on principles so economical, and productive of so much good, so long as sixty children of both sexes can be preserved, at a cost comparatively trifling, from poverty and its concomitant evils, on the one hand, or the feeling of hopeless if not listless dependence which a Poorhouse too often engenders, on the other; whilst the blessings of a plain, practical and suitable education, both literary and industrial, are at the same time imparted; so long must all questions as to the success of these schools continue to be answered in the affirmative.

Should the Committee be enabled to increase, as they propose to do, the quantity of land under cultivation, there can be little doubt that rapid strides will be made towards rendering the institution self-supporting. With their present supply of unpaid labour, and the appliances which they already possess, a much larger portion of land might be cultivated, at least, with additional profit and advantage.

I remain, Gentlemen, your very obedient servant,

FRANCIS W. NEWELL,

Inspector of National Schools.

The Secretaries, Education Office.

No. 2.—REPORT of D. L. BLAKELY, Esq., District Inspector, on the BELFAST LANCASTERIAN INDUSTRIAL NATIONAL SCHOOLS.

Belfast, 3rd May, 1851.

GENTLEMEN,—I beg leave to submit to you, for the information of the Commissioners, the following report on the “Belfast Lancastrian Industrial National School,” being for the year 1850.

During the year the highest number of pupils on the books was 121; the average daily attendance 89. The annexed table sets forth the classification of the pupils present on the 18th December.

INDUSTRIAL BRANCHES.

Learning to sew and to knit	.	.	78
Engaged making shirts, &c.	.	.	8
Able to do fancy knitting	.	.	6
„ crochet work	.	.	3

LITERARY BRANCHES.

Reading in First Book	.	26	Learning Arithmetic (first four rules)	.	.	40
„ Second do.	.	27	Learning Compound Arithmetic	.	.	10
„ Third do.	.	19	„ Grammar	.	.	24
„ Fourth do.	.	14	„ Geography	.	.	41
Writing on Paper	.	12				
„ Slates	.	57				

When it is taken into consideration, that an uninterrupted attendance, for any considerable length of time, at this school, was the exception rather than the rule; that the children in general were from 6 to 10 years of age; that their condition on entering, as regards education, industrial or literary, was lamentably deficient, neither rapid progress nor respectable proficiency could be expected. Everything considered, however, the children made fair improvement; and, from the reports which have been received by the Committee, respecting the conduct of many who have spent some time in the house, and are now employed elsewhere, much good would seem to have been effected.

In proof of the numerous removals among the pupils, I may here state that of those in attendance when my previous report was written (April, 1850) 24 have gone to work in the spinning mills, 16 to be servants in families, 3 to other schools, 12 in consequence of the improved circumstances of their parents, and 4 to the Union workhouse with their mothers.

The paid officers in this establishment are the matron, one industrial teacher, and one literary teacher.

The salary paid to the industrial teacher is £15 per annum in cash, with lodging, fuel, and a certain amount (about one-half) of rations in addition.

Of this sum of £15, £9 are paid by the Board. To the literary teacher the Board give £16 per annum.

Thus it appears that only the sum of £25 per annum is paid out of the public purse for the education of 100 children, and these consist of the very class for whose benefit the National System was introduced. All additional expenses are defrayed by means of donations and subscriptions.

The industrial and literary departments are conducted in the same room.

The time devoted to industrial training embraces about three hours in each of the working days of the week.

The more advanced pupils are employed at the manufacture of shirts and other plain work, the materials in general being sent to the school by some one who pays for the "making up." The younger children are instructed in the elementary parts of sewing and knitting. Instruction in cooking, washing, &c., is given in the kitchen, to which the girls go in turn.

All the pupils are fed and clothed out of the funds of the house, the amount of which, with two or three exceptions, is more than an equivalent for any work they can do.

Since the commencement of this school the combination of industrial with literary education has been strictly adhered to, and the result, at the end of four years' experience, proves most satisfactorily that the system is not only practicable but highly advantageous.

I would observe that were this system carried out in every National school, it would be of vast benefit to the poorer classes.

I should be guilty of a great dereliction of duty did I close this report without paying a well merited compliment to those ladies who have so zealously (*and with unqualified approbation from all classes*) supported this institution.

I have the honor to be, Gentlemen,

Your most obedient servant,

D. L. BLAKELY, *District Inspector.*

The Secretaries, Education Office.

NO. 3.—REPORT OF J. G. FLEMING, Esq., District Inspector, on the
CARRICKMACROSS FEMALE CENTRAL INDUSTRIAL SCHOOL.

Drogheda, 17th May, 1851.

GENTLEMEN,—In compliance with the instructions contained in your letter of the 28th ultimo, I beg to forward for the information of the Commissioners this my first special report on the Carrickmacross Female Industrial School.

Before entering into details, or specifying the system which has been adopted in the general management and organization of this school, it will not, I conceive, be irrelevant to notice that, previous to its establishment, and that of the district schools (referred to at the end of this report), there were not any institutions of a similarly extensive character, and conducted with equal efficiency and method, in operation, either in Carrickmacross or in the adjoining rural districts. In order to remedy this defect, and to afford suitable employment of a reproductive nature to, at least, a portion of the poor industrious females of the locality, the school to which this report refers was established in February, 1849, by Tristram Kennedy, Esq., then agent for the Marquis of Bath. I may add that its subsequent success and present prosperous condition are mainly to be attributed to that gentleman's benevolent efforts.

It will be easily conceived that many obstacles had to be encountered

in carrying out the details connected with the general working of an Industrial School on its first opening in an impoverished district, it being absolutely necessary to produce only such articles of female apparel as were then in demand in the general market, and which, whilst they afforded a fair profit to the wholesale purchaser, would at the same time remunerate the parties engaged in the work of production for their time and labour. Again, owing to the extreme poverty of the persons thus employed, it was essential to the success of the undertaking, that the work when executed should be promptly paid for. It was to be feared that this school (like others similarly circumstanced) would have gradually sunk under the difficulties just referred to; but, owing to the fostering care and vigilant superintendence of Mr. Kennedy, it accomplished all that was expected, and it has now become the centre, and, as it were, the parent of six other Industrial Schools erected on the Bath estate within a comparatively recent date. The experience acquired during the past two years has done much towards the development of Mr. Kennedy's views; and I can now state that at no former period has the Carrickmacross School of Industry afforded more general, constant, and remunerative employment than at present. Much of this success is owing to the ability and untiring energy of the teacher, Miss Smith, who is admirably fitted for her office. Indeed I may safely say, that a better selection could scarcely have been made for the situation of industrial teacher. Her efforts to promote habits of order, cleanliness, and punctuality among her pupils deserve special notice. Nor is her time exclusively occupied with the labours of the industrial department; she teaches many of her pupils reading and writing, and the proficiency attained by most of them in those rudimentary branches is in all respects satisfactory. Owing to the want of time and the arduous duties connected with the superintendence of the work-school, it was found impossible to effect more in the way of literary instruction. I have to add, that the industrial and literary departments are conducted in the same room. It is a spacious apartment, well lighted, thoroughly ventilated, and provided with all the necessary school apparatus.

Salary.—Miss Smith is awarded £50 per annum by the Commissioners of National Education for her services in conducting the Industrial School. She also receives a yearly gratuity of £10 from the agent of the Bath estate, being further provided (from the same source) with a suitable residence free of charge, but she is not permitted to demand any school fees from her pupils. In ordinary cases, such a practice is, in my opinion, open to objection, for when acted upon, I invariably find the attendance of the pupils irregular, because parents, not appreciating that which is gratuitously given, frequently keep their children from school for the most trifling causes. But in the case of an Industrial School, established for the benefit of the poorest class of the community, it is obviously desirable to induce as many as possible to avail themselves of the profitable results of a well-organized system of

labour, and this can only be effected by requiring no entrance or other school-fees.

Attendance.—The good effects of this arrangement will be seen from the following particulars, which have been prepared with accuracy and care. There are at present more than 150 females remuneratively employed through the medium of the Carrickmacross School. This number comprises many grown females, of ages varying from 18 to 40 years. Domestic duties, and in some cases the distance of their places of abode from the school, preclude the possibility of their attending as day pupils, nor do I think that any useful object would be gained by enforcing a punctual daily attendance on the part of such persons; besides it is unnecessary to subject those of mature age to that strict system of discipline which is alone suited for children who are supposed to require the watchful attention of a qualified instructress. Those parties, however, attend at intervals for the purpose of procuring work, which they return for payment when completed. A large amount of employment is thus afforded to a deserving class of females who cheerfully work during the absence of their children at school, or when their husbands or relatives are occupied with out-door labour. So great indeed is the anxiety of those poor creatures to earn a few shillings weekly, that many of them, I have been informed, work to an advanced hour of the night. By this means many poor families have succeeded in struggling through the suffering and distress unfortunately so prevalent in this country during some years past. The number of females thus employed at their own homes being very considerable, the daily average attendance is, of course, proportionably diminished. A regular attendance (so far as practicable) is, however, required from the junior pupils during the first five days of the week, the hours for instruction being from ten till three.

The following classification on this head will be found correct:—

Allowed to work at their own places of abode, 80 females, from 18 to 40 years of age.

Required to attend the school as daily pupils, 70 females, from 8 to 16 years.

Species of Work Executed.—In order to insure a steady source of employment at remunerative prices, large supplies of work are procured from some of the principal manufacturers of sewed muslins and lace-work; and as constant employment can be obtained from those two sources alone, the pupils, with some few exceptions, attend to no other branch of needlework. There are at present about 50 lace-workers connected with the Carrickmacross School, whose weekly earnings vary according to their increased skill and industry. They may be thus classed:—

12 receive at the rate of 5s. 0d. to 7s. each week.				
18	"	3	0	to 5
20	"	2	6	to 3

About 100 females are exclusively occupied with embroidery work, who, with respect to money payments, may be classed as follows:—

40 receiving at the rate of 1s. 6d. weekly.

60 " 6d. to 1s. "

Those sums are small indeed, but then it should be taken into consideration that very young children can be employed at this species of work. No time is lost in drawing patterns, as in the case of lace-work, and the pieces of embroidery when completed are washed and bleached: but for this most of those thus employed would remain idle, as young beginners rarely execute work free from spots and stains. The teacher, however, states that many of those engaged in embroidering, by attention and increased proficiency, will shortly be in a position to merit an advance on the small sums which they now receive. In addition to this, they are gradually qualifying themselves to commence the lace-work, and in the event of their becoming proficient in that branch, their condition will be greatly improved. I should observe that in all cases where funds are required for the purchase of materials, the necessary sums are handed to the teacher by the Marquis of Bath's agent, to whom the first cost of those materials is refunded when the work has been disposed of. But for this assistance so kindly afforded, the business of the school could not be satisfactorily conducted. Before concluding this report, I beg to call special attention to the proficiency which many of Miss Smith's pupils have acquired in lace-working. On viewing the specimens which I found in the school, I was struck with their extreme beauty and delicacy of finish, but distrusting my own judgment on a subject with which I have but little practical acquaintance, I submitted those specimens to experienced parties, who fully concurred with me in the opinion which I had formed regarding the excellence of the work. Indeed the prices realized for what has been already completed may be considered a sufficient proof on this point—£5 have been readily given for a lace shawl which a young female completed within three months; and the ladies of Carrickmacross and its vicinity testify by their frequent orders how much they appreciate this newly-introduced species of manufacture.

I should not omit stating that the undermentioned Industrial Schools on the Bath estate are occasionally visited by the teacher of the Central School in Carrickmacross, with the view of suggesting any improvement which she may deem necessary for the better organization of the industrial classes attached to those district schools, as also for the purpose of allotting the amount of work supplied by her, in quantities proportioned to the average attendance at each of them. I merely refer to those minor schools because they serve to illustrate the extensive and useful sphere of action of the Central Institution of Carrickmacross.

The organized system of labour to which I have now referred may justly be regarded as a blessing by that portion of the community

which has been so much benefited by its operation, were it only for the lesson of industry and self-reliance which many, I trust, have learned from it. But it has effected much more ; it has enabled many to procure the means of support when other sources of employment failed, and it has preserved many also from the miserable life of the pauper depending upon the public alms for subsistence.

I remain, gentlemen, your obedient servant,

J. G. FLEMING, *District Inspector.*

Kidnaminsha, Broomfield, Drumlusty,
Blackstaff, Ballymacknay.

No. 4.—REPORT of MICHAEL COYLE, Esq., District Inspector, on the
KINSALE INDUSTRIAL NATIONAL SCHOOL, District 27.

Cork, 6th May, 1851.

GENTLEMEN,—On the 1st and 2nd of May I inspected the Kinsale Industrial School. I found 330 pupils present. The average attendance for the 6 months ending 30th September, 1850, was 462; that for the 6 months ending 31st March, 1851, was 345. In the winter half-year there is always a decrease in the attendance.

No literary instruction is given in the industrial department, which is 50 × 30f. and 14f. high, well lighted and supplied with every necessary apparatus. Industrial instruction is given every day from 6 to 9 o'clock, A.M., from 10 to 2½, and in the evening from 4 to 6. There is another room, 30 × 25f. by 15f. high, in which industrial and literary instruction is given, the former from 12½ to 1¾ o'clock *every day*, and in the morning and evening, whenever the other room is insufficient for the attendance.

The literary teachers never instruct in the industrial department. One teacher gets from the Nuns 3s. per week and board and lodging; two others get board, lodging and clothing; and another, clothing and £6 per annum. Three others are paid by the Board 8s. per week each. They are directed and assisted by six of the Religious Ladies of the Institution.

The parents of the children are most anxious to have them admitted into the industrial department.

Embroidery of all sorts is taught with great success; also Limerick lace, Cushion lace, Valenciennes and French lace of all fashions; knitting, netting and crochet; stay-making and plain work of every kind. The Religious Ladies lately introduced artificial flower work, the apparatus for which cost them £25, and already it is executed in superior style.

Specimens of lace scarfs, Limerick lace, embroidered lace, and cambric, and braid work, have been sent to the London Exhibition;

and afford a fair chance of successful competition. Church vestments and robes can be embroidered in silk and gold in the most elegant manner, and would be made to order; and this applies to all the kinds of work which I have mentioned. Such work, purchased at a *fair-market price*, would be a source of profitable employment to the pupils, particularly those who have attained proficiency in the several branches most difficult to be learned.

The pupils earn generally from 6d. to 3s. per week, the amount varying according to their skill, and the facility or difficulty of making quick and advantageous sales. There is necessarily a large quantity of roughly executed work, which cannot be disposed of even at what it is actually worth, the sale of it on any terms being necessary. The prices got for the well-finished work are generally remunerative.

Through the unremitting diligence of the Religious Ladies in directing the work, and seeking outlets for it by an active and extensive correspondence, the pecuniary difficulties of the Institution have been diminished within the past year, as the following statement of their account will show:—

Sales for cash from 1st March, 1850, to 1st April,

1851,	£434	19	8½
Sales on credit for same period	30	0	0
Work sent to America (not yet paid for)	40	0	0
Materials on hands wrought and unwrought	320	0	0
	£824	19	8½

Deficit 1st March, 1850	£247	11	1½
Materials purchased from that to April, 1851,	498	2	2½
Apparatus for artificial flower work	25	0	0
	£770	13	4½

Profit or balance in favour of the Institution £54 6 4½

Mr. Wallace, an extensive manufacturer in Glasgow, supplies some materials and disposes of them when worked, paying for the labour.

Mr. Biggs, a gentleman in Leicester, having happened to become aware of the struggles and benevolent object of the Institution, sent 632½ lbs. of woollen yarn to be knitted; 2360 pairs of half-hose were sent to him; there are in hands from 1400 to 1500 other pairs. Much of this work was done by the girls and women in their own houses, and forms no item in the account before given. Good knitters earn 2s. per week, besides minding their ordinary household business. The same gentleman often sends premiums for the meritorious pupils. With these exceptions the Nuns provided the material from their own resources.

The satisfactory progress made by the pupils in industrial skill, laying the ground-work for future comfort and respectability, has in no way retarded, but seems to have stimulated them to proficiency in literary matters; and I am decidedly of opinion that, without a combination of both, neither departments would be so successful.

Aware of the difficulties this institution has had to contend with, and of the extraordinary efforts made by the Nuns to remove or diminish them, and persuaded that without these efforts complete failure would be the result of the experiment, I could not recommend the Board to extend it, unless to schools under the management of ladies possessed of skill, and willing to devote their zeal, their time, and most unremitting attention to the business. No mere patronage, no visiting Committee will effect the object; nothing but *work* and *personal attention* will ever lead to success in such an undertaking.

I remain, Gentlemen, your obedient servant,

M. COVIL,

Inspector of National Schools.

The Secretaries, Education Office.

**No. 5.—REPORT OF EDWARD S. CLARKE, Esq., M.D., District Inspector,
ON THE THURLES INDUSTRIAL NATIONAL SCHOOL.**

Presented, 20th May, 1881.

GENTLEMEN,—In obedience to your instructions of the 26th ultimo, I visited the Thurles Industrial School, No. 5,110, and have the honor to report as follows:—

It appears, from previous reports, that this Institution was founded at the close of 1847, for the maintenance and employment of young females dismissed from service during the famine of that year.

Its benevolent founders (the Rev. Dr. Leahy, and the Nuns attached to the Presentation Convent at Thurles) originated a subscription by which a sum of £168 was raised. With this they established a small manufactory of textile fabrics (wool, flax, and hemp) as diaper, coarse linen, woollen gloves; also sacking, including, of course, the preparatory machinery for carding, spinning, winding.

These operations are conducted in three rooms, wholly devoted to these industrial objects; and, in addition, some plain and ornamental needle-work is done in one of the rooms attached to the literary school. The Commissioners of National Education allow £9 a-year to a teacher, whose chief duty it is to superintend the spinning, &c., the services of the male teacher of weaving, mentioned in my last report, having been dispensed with during the past year. There are 78 names on the

Register, and the average attendance during the past year was 53. On the day of my visit 40 pupils were present, viz:—

Spinning,	...	...	18
Winding,	...	...	2
Sacking Rug,	...	...	2
Weaving,	...	...	3
Knitting,	...	...	15
			<hr/> 40

The work, when finished, is disposed of thus, viz:—

Sacking, to the Great South Western Railway Company.
 Woollen Gloves, to the Army.
 Linen and Ornamental Needle-work, by private orders.

That this Institution yielded a very high interest on the capital employed during the year 1849, appears from the 15th Report of the Commissioners, and I am now instructed by the ladies in charge of it to state, that though it has not been so profitable during the past year (1850), it has yielded a profit of £20, which will be distributed in gratuitous clothing to the most deserving of the workers. The workers are employed at work 11 hours daily in summer, and 10 in winter; their average age is about 18 years, and the average earning about 1s. 6d. per week, varying from 10d. to 3s. per week. £208 were paid in wages during the year 1850.

On the whole, although this establishment does not unite, to any considerable extent, literary with industrial instruction, only half an hour each day being devoted to the former; nevertheless, the small grant from the Board has, in my opinion, been well expended; seeing that not only has it prevented present destitution, but that many have acquired trades which will probably at all times minister to their support, and thus prevent them from becoming burdens to the State.

I take leave, however, to recommend that a greater amount of time be daily devoted to literary instruction, say from one to two hours daily. And, considering the very low rate of wages and length of time devoted, I do not think it likely that even the *two* hours daily would prevent such an establishment from being self-maintained; but an actual inspection of the accounts themselves would be necessary to enable me to form a correct opinion on this subject. It is, however, obvious that much less time will not *effectually* combine literary with industrial instruction.

I have the honor to be, Gentlemen, your most obedient servant,

EDWARD S. CLARKE.

No. 6.—REPORT of H. P. CLARKE, Esq., District Inspector, on the St. MARY'S INDUSTRIAL SCHOOL, LIMERICK.

Limerick, May, 1861.

This School is held in the House of Refuge, conducted by the Sisters of the Order of Mercy. The objects of the Institution are to provide a home for females of good character whilst out of employment, to qualify them during their stay to act as servants, sempstresses, shopwomen, or nursery-governesses, and to procure situations for them in these capacities. Orphans were formerly received, but these are now supported in a separate establishment. It was opened in the year 1838, with 20 inmates, but the number having greatly increased, the apartments occupied were found to be too small, and the present building was erected in 1842. It is of stone, three stories in height, 75 feet in length, and 25 feet broad, in every respect well fitted for the purpose, and is exclusively appropriated for the persons attending the Industrial School. It comprises the school-room, in which the work is also carried on, a dormitory, refectory, infirmary, kitchen, laundry, &c. The apartments are kept scrupulously clean and orderly, and are well ventilated.

The number at present in attendance is 50; the highest number on the roll for the last six months was 62, and the average attendance for the same period amounts to 56. During the last year 168 obtained employment as domestics; five as nursery-governesses, six as shopwomen, and two emigrated; in all, 181, which, with 50 now in the house, gives 231 as the number assisted in twelve months. The total number of persons received since the house was established in 1838 is 1150, giving 96 as the yearly average of admissions.

The work consists of sewing, cutting out clothes, shirt-making for shopkeepers and private persons, with some lace-work embroidery and other species of needlework. These occupations, with the domestic work of the house, and washing, constitute the industrial employment. The materials are supplied by those sending orders for work.

The occupation of time is given in the following

TIME TABLE.

H. M.	H. M.	
6	till 7	Washing, and arranging apartments.
7	„ 8 30	Prayer and Religious Instruction.
8 30	„ 10	Breakfast and arranging dormitory.
10	„ 1	Needlework, Laundry, Scouring-house, &c.
1	„ 2	Literary Instruction, Reading, Spelling, &c.
2	„ 4	Needlework.
4	„ 7	Dinner, Lecture, Recreation.
7	„ 8	Literary Instruction, Spelling, Reading, &c.
8	„ 9	Recreation, Night-prayers, retire to bed.

The following is an account of the expense of the establishment for the last year :—

Total expense,	...	..	...	£400
Paid for in the following manner :—				
By profit for work executed in the house,	£50			
„ Grant from Board,	...	15		
„ Proceeds of Sermon, paid by Convent, and Subscriptions, &c.	...	335		
				<hr/> £400

It is therefore not self-supporting, nor can it ever be expected to be so, owing to many circumstances: amongst others, to the short time during which the inmates remain, on an average, four months. Many, indeed, leave within one, and but very few remain as long as six months, the practice being to accept a situation as soon as offered. Those best qualified naturally obtain situations before the others, so that the more skilful, and whose work is of course the most profitable, are constantly leaving.

The average number of inmates being 50, it appears that each has been supported at an expense of something less than £8 a-year, 3s. 0½d. a-week, or 5½d. a day—a very low sum, and which it is evident could suffice only with the most rigid economy.

The general tendency of the Institution is, without doubt, to effect a great deal of good. Since its establishment it must most certainly have been the means of preventing very many young females from adopting a life of shame and misery. And, besides effecting this prevention of evil, its inmates have become better qualified for discharging their humble duties, or, where they exhibited a taste for literary instruction, of even advancing themselves in life in an honest and respectable manner. The union of industrial occupations with ordinary school-instruction, forms manifestly the only correct system of education for the working classes, as an exclusive attention to books for many hours daily, generates a dislike to manual labour. In this Institution, intended chiefly for servants, even more time is rightly occupied with work than with books. The result appears in all respects so highly satisfactory, that I am of opinion all patrons of primary schools should look upon the practice of some branch of industry by the pupils for a limited portion of the school-hours as most desirable.

HENRY P. CLARKE, District Inspector.

No. 7.—REPORT of WILLIAM MACDERMOTT, Esq., District Inspector, on the INDUSTRIAL DEPARTMENTS of the WEST DUBLIN FEMALE MODEL and BAGGOT-STREET FEMALE NATIONAL SCHOOLS.

Dublin, 6th May, 1851.

GENTLEMEN,—In compliance with your letter of the 26th ult. directing me to furnish you with a special report on the West Dublin Model and Baggot-street Female Schools, as connected with the industrial department of each of these establishments, for this purpose I called on Tuesday, 29th ult., and again on Monday, 5th inst., at Baggot-street School, but found that, in consequence of the very considerable alterations now going on in that establishment, it has not yet been opened for the admission of pupils since the last Easter recess. I must, therefore, confine my remarks on this subject to the West Dublin Female Model School, and in the order to which your queries refer.

The industrial department is conducted in the same room with the literary school.

The teachers are a young woman who gives instruction in embroidery on muslin, and who may be considered the mistress of the industrial department; there is another who teaches plain work to those who are not engaged at the former branch; while the head mistress of the literary school, with her assistant, also give their aid in teaching the plain work.

The salary which the mistress receives for superintending the industrial department is 12s. per week, paid by the Board.

At present about 50 girls are engaged at embroidery, and 70 in knitting, sewing, or plain work; the time in which they are so employed is one hour and three-quarters daily; a greater number may be expected as the fine weather opens.

I presume the parents are willing that their children should be taught these useful branches; else, they would object to the system, or withdraw them altogether from the establishment; neither of these cases has occurred. Indeed, the children themselves consider it a promotion to be allowed to work in the industrial branch, but which is restricted to the more advanced proficient in plain work.

The payment for the embroidery is extremely low, and has not as yet been remunerative in a pecuniary point of view.

The ordinary sewing, or plain work department, is supported thus: the Commissioners advanced in November, 1849, £7 to this school, for the purchase of sewing materials, which, as these were made into bibs, shirts, frocks, &c., were sold, and from the proceeds fresh materials were bought when necessary, and worked up into some of the above articles; but this fund is now almost quite exhausted.

The funds from which the industrial department is supported arise thus: the Board pay the work-mistress the weekly salary already mentioned, for her time and labour; the material is gratuitously sup-

plied by Messrs. Wallace and Co. of Glasgow; when the child has completed or worked a piece of embroidering, she returns it to them, and is paid by that firm, so much by the piece.

I fear it is only in a few National schools, that the meritorious object of combined industrial and literary education will be successful. These will be chiefly convent schools, and those where a committee of ladies preside who understand the work and how it should be executed; while the ordinary National school, not having these advantages, besides not being able to afford sufficient time from the literary course, is, I fear, likely to be a failure, as far as the effective working of the industrial branch is concerned.

It is to be regretted that the expectations of lucrative employment, which were anticipated some months past from the industrial branch, have not as yet been realized. However, could the embroidered work be otherwise disposed of than to the wholesale dealer, it would be decidedly remunerative; but, in the present stage of the experiment, this cannot be done; for then, the worker should purchase the muslin herself, should have sufficient skill in designing the pattern to be wrought, or pay some artist for the design. All these matters would require a capital which the poor worker is not likely to command.

At the same time, and however disheartening some of these results may be, yet a brighter phase of circumstances may arise, and that at no distant period. Besides, it must not be forgotten that all who now go to learn the art of embroidering will not achieve a mastery in it; while the young female who does excel, thereby multiplies her own chances of promotion, either as an emigrant, a lady's maid, or that she herself can become a qualified teacher. Hence, the experiment of combining industrial with literary education, as it enlarges the sphere of her usefulness, places within her reach, however humble, a means of honest, creditable livelihood, is in my judgment, well worthy the generous patronage of the Board.

I have the honor to remain, Gentlemen,

Your obedient servant,

W. MACDERMOTT.

The Secretaries, Education Office.

NO. 8.—REPORT of ARTHUR DAVITT, Esq., District Inspector, on the
KING'S-INN-STREET FEMALE INDUSTRIAL NATIONAL SCHOOL.

Dublin, 25th May, 1851.

GENTLEMEN,—In compliance with your instructions of the 26th ultimo, I beg leave to inform you that I have visited North King's Inn-street National Female School, and have collected the following facts relating to the industrial department. Two teachers, Jane Maguire and

Anne Horan, were engaged on the 16th of last December, to give instruction in embroidery; and since that period, eighty-five children have been working under their direction, for one hour and a-half daily, in one of the ordinary school-rooms. I was informed by the teachers, that in a week after my visit of April 29, the number of girls in the industrial class would be doubled. The teachers were recommended by Mr. Wallace, a manufacturer in Glasgow, who furnishes both the materials and the designs. The teachers receive no salary from him, but are paid by the Commissioners of Education, for a limited period, at the rate of 12s. a-week each.

The materials consist of unbleached muslin, with the designs printed thereon. This, when worked, is forwarded to Scotland, and exported thence to the American and British Colonial markets. A higher order of teaching must be established, and better designs must be introduced before any reasonable hopes of success can be entertained. There would not be the slightest chance of entering a French market, either in point of design or execution, even with the very best samples I have seen in any of the Irish schools. Some parents have been found to object, on the reasonable ground, that the time of their children might be more profitably employed either in plain needle-work or in assisting at home in the details of domestic management. Very few of the children are qualified for this higher order of industry, from want of sufficient previous instruction in plain needle-work. The work, then, as may naturally be concluded, is very imperfectly executed. It consists of embroidered collars, cuffs, and sleeves, and the following is the standard of prices for each of the above articles:—

Large collars worked on fine muslin, ...	1s. 6d.
Small Do.	0 4
Cuffs and sleeves,	1 6

On inquiring, I was informed that the first article would require ten days, the second, five days, and the last, three weeks, even allowing the children to take the work home. On the face of those facts, it is needless to add, that nothing like adequate compensation has as yet been contemplated. I am aware that the object of this experiment, in the minds of the Commissioners, is not so much the actual earning of any definite sums of money by the children of these schools, as the acquiring of habits of industry for after-life. I am also aware that, in a country where industry in every shape is so neglected, or so unskilfully practised, any one who fairly contributes to its promotion becomes in a great degree a public benefactor. It would be a strange inconsistency to endeavour to inculcate habits of industry, and inspire a love for labour, and yet, clearly to demonstrate, by the very experiment we make, that no amount of the most persevering industry and exertion could supply those we employ, with the means of even material existence. Such a case would be fatal to the very principle it is so desirable to establish. I am far from advising undue interference with

the honorable exercise of private industry; but I cannot help saying, that I think a national experiment should be placed beyond the temptation of individual speculation. Everything connected with public education, whether industrial or literary, has a claim on the protection of the Commissioners; and I think they will perceive the necessity of preventing the present mode of exercising this new branch of industry from becoming permanent. If conducted without any view to commercial interest, it will at once encourage habits of industry, and open a new and abundant source of profit. I have made careful inquiry, and have not discovered that the literary department has suffered in any way from the introduction of this new and useful branch of female education.

I have the honor to remain your very obedient servant,

A. DAVITT.

NO. 9.—REPORT of JAMES M'LOCHLIN, Esq., District Inspector,
on the CHARLEVILLE INDUSTRIAL FEMALE NATIONAL SCHOOL.

Rathkeale, May, 1851.

GENTLEMEN,—Having, in pursuance to your instructions of the 26th ult., directed my attention, chiefly, to the Industrial department of the above school, I take leave to submit for the information of the Commissioners, the following as the result of my inquiries:—

Before entering upon the details, it may not, I trust, be deemed irrelevant to the subject to premise, that the above school has been placed by the Patron, the Rev. Thomas Croke, under the sub-management of the Sisters of Mercy of the Convent at Charleville. These ladies attend daily, with the exception of Saturday, from ten to three o'clock, for the purpose of giving instruction in the various branches which constitute a thorough female education. It is very satisfactory to state that, in addition to the attention devoted to literary attainments, ample means have been provided for the instruction of the children in the ordinary branches of knitting and sewing; and also in the more difficult process of crochet and fancy needlework.

The Industrial department, which has but recently opened, and in which alone embroidery on muslin is practised, without interfering with the practical details of school generally, is conducted in the same room, under the like superintendence, besides being placed under the immediate charge of two assistant-teachers, who have been selected for this purpose solely on the grounds of their superior qualifications in the art of embroidery. Each of these teachers receives from the Board a weekly salary of eight shillings—beyond which grant no other pecuniary aid for salary or requisites is raised, nor indeed is any under the present arrangement expected or required.

Although the introduction within our schools of this branch of instruction is comparatively but of recent date, yet *here* in point of attendance the experiment has been eminently successful, which is evidenced by the fact, that no fewer than seventy-two pupils have been found to be in average attendance, whilst the highest number has not exceeded seventy-six. This circumstance, alone, may be regarded as indicative of the zealous anxiety of both parents and pupils to avail themselves of the advantages thus opened up to them. Whilst, however, such has been the case, it is generally understood, as the desire of the parent, that the employment in Industrial occupation should not interfere with or prejudice the literary advancement of his child. To meet his wishes, therefore, in this respect, the arrangements for conducting the school are such as that the pupils, or any of them, shall not be employed beyond a limited period of four hours; the remainder of the time for which school is opened being applied to literary instruction.

The nature of the work upon which the children have been employed is, as I have already stated, embroidery on muslin. This process of industrial art is carried on by the pupils according to patterns delineated upon the muslin, and upon each of which a price is fixed and marked thereon by the parties themselves who supply the muslin and other materials necessary for the completion of the work. As yet, however, no pecuniary assistance has been received from the parties by whom the necessary requisites have been supplied; none of the articles having been forwarded to the Messrs. Wallace, of Glasgow, to whom when perfected, the work itself is made returnable. The prices arising from the various articles, it is expected, will amount to a considerable item, which it is proposed shall be made distributable amongst the children, in accordance with their respective merits—a daily record of which is kept by the Sisters of Mercy. Although no remuneration has yet been received from the Messrs. Wallace, the parties by whom the necessary requisites have been furnished, yet such are the expectations formed of the success of the work which has been already accomplished, that the Sisters of Mercy have had no hesitation in making such pecuniary advances to the children, as in many instances have prevented them and their parents from becoming inmates of the Poor-house.

In offering my opinion as to the expediency of extending to other schools the experiment of engrafting Industrial upon Literary education, I must confess that difficulties present themselves to me, which, in my humble judgment, would tend seriously to mar the gracious intentions of the Commissioners. Although individual cases may arise which present advantages to the pupils such as the above school, yet I conceive the project to be open to grave consideration on these grounds:—

The great difficulty of procuring a suitable class of teachers, without which I view the scheme as incomplete.

The inadequacy of school accommodation, which would probably

lead to the Industrial, although not ostensibly, yet virtually, superseding the Literary department.

The wide field of opportunity which would be thrown open to speculators (whose interest it is to obtain the largest amount of work at the least possible expense) to adopt the *screw system*, not only to the detriment of such of our pupils as may be employed, but also to the eventual ruin of large masses of the community, whose only means of support depend on this branch of industry.

If, however, the Commissioners can establish regulations under which these objections may be obviated, then, indeed, would I gladly hail the experiment as being calculated to shed a happier influence upon the destinies of the rising generation.

I remain, Gentlemen, your obedient servant,

JAMES M'LOCHLIN, JUN.,

District Inspector, National Schools.

The Secretaries, Education Office.

No. 10.—Report of MICHAEL COYLE, Esq., District Inspector, on the ST. PETER and PAUL'S (Cork), INDUSTRIAL SCHOOLS.

Cork, May, 1851,

GENTLEMEN—I inspected the St. Peter and Paul's Industrial School, on the 5th instant, and found 36 of the pupils learning embroidery on muslin. Since the 1st February, 1851, when this branch was first introduced, the *highest* number learning is 46; there are two teachers paid by the Board 8s. per week each; they are employed *exclusively* in teaching that branch *in the room where literary instruction* is given. The pupils are divided into two classes—one taught from 10 to 12 o'clock—the other from 12 to 2 each day, except Saturday; this arrangement enables the pupils to attend every day to literary instruction for *three hours*. The literary teachers take no part in the industrial business.

The parents of the pupils make no objection to their being thus employed; on the contrary, many expressed anxiety for their admission into the industrial class.

The amount of remuneration it may afford cannot yet be ascertained, none of the work having been returned to the Messrs. Wallace, Glasgow, who supply the materials, and will pay for the additional value that may be imparted to them.

It is impossible to calculate the results that may flow from this experiment. It certainly has not checked literary progress, but, personally, I am of opinion, that industrial instruction should not be confined to one branch—that plain work, necessary for the ordinary wants of the poor, should not be omitted, nor even made secondary in any thing even pretending to be called an industrial school.

The Manager is very well satisfied with the conduct of the

teachers, and the teachers speak very favorably of the ability and progress of the pupils. Mrs. Evans, the patroness of the School, and Rev. Augustin M'Guire, one of the clergymen of the parish, are very constant in their attendance, and do much to advance the success of the experiment; but I doubt much whether such active benevolence, exercised by parties having other unavoidable duties, can put the Institution on such a footing as would cause it to be permanently prosperous.

Whilst it must be admitted, that it was wise in this school, situated in the centre of Cork, to make such an experiment, I could not recommend the Board to extend it, unless to Institutions guided and managed by parties who can devote all their *time* and *attention*, as well as *practical knowledge*, to industrial instruction in all its details.

I remain, Gentlemen, your obedient servant,

M. COYLE,

Inspector of National Schools.

To the Secretaries, Education Office.

No. 11.—Report of MICHAEL LAWLER, Esq., District Inspector, on the INDUSTRIAL DEPARTMENT of the KILLARNEY FEMALE NATIONAL SCHOOL.

Tralee, May, 1851.

GENTLEMEN—In compliance with your instructions of the 26th ultimo, I beg to submit the following report on the Industrial Department of the Killarney Female National School:—

Two workmistresses have been sent by the Board of Education to teach Embroidery in this school; one arrived on the 13th February, and the other on the 1st March last.

They are paid by the Board at the rate of 8s. a week each, for teaching and superintending the work, and have nothing whatever to do with the literary department of the school, which is very efficiently conducted by Nuns, who instruct the girls learning embroidery two hours before, and one after the time allotted to work.

The work is carried on in one of the schoolrooms from eleven to two o'clock each day.

There are 73 girls employed at it at present, and there would be more were there a larger supply of the small hoops on which the muslin is stretched while in process of being embroidered.

The materials—muslin, thread, hoops, patterns, &c., are supplied by the Messrs. Wallace, of Glasgow, through their agent, Mr. McCallum, 17, St. Andrew-street, Dublin, who will purchase the work when finished.

Owing to the shortness of the time since the work commenced, the teachers have not as yet been able to get a sufficient quantity

done to make up a parcel to forward to the agent, so that it is not known yet what the pupils are to be paid for their work, though the workmistresses have expressed their conviction that most of them will soon be able to earn by it from 2s. to 6s. a week.

For the same reason, nothing positive, as far as this school is concerned, can be stated with respect to the experiment to combine industrial with literary education. From the short trial they have given it, however, the Nuns are of opinion, in which I concur, that both can be successfully carried on in the same room, as here attempted, and with great advantage to the pupils, both as regards their present wants and future prospects.

But until this shall have been practically proved, the parents are quite indifferent as to whether their children be employed at this new work or not; nor shall I have until then sufficient grounds for recommending it to be extended to other schools.

I remain, Gentlemen, your obedient servant,

MICHAEL LAWLER, *District Inspector.*

To the Secretaries, Education Office.

No. 12.—Report of JAMES DOHENY, Esq., District Inspector, on the MALLOW FEMALE INDUSTRIAL NATIONAL SCHOOL.

Cappoquin, April, 1851.

GENTLEMEN—In compliance with your directions of the 26th instant, I have this day visited the Mallow Female Industrial National School, and found it circumstanced as follows:—

The industrial department is conducted in an apartment separate from the literary schoolroom. The dimensions of the workroom are 29 × 27 × 18 feet. It is furnished, at present, only with forms, but it will be suitably furnished as soon as funds for the purpose can be obtained.

The work is superintended by the Ladies of the Convent of the Sisters of Mercy, who are also the literary teachers; and Susan Francis and Sophia Byers are paid 8s. a week each by the Commissioners of Education for teaching the embroidery.

About 100 girls are enrolled, as taking part in this work, and an average of about 70 or 80 daily attend it. Their hours of attendance at work are from 7 till 9 A.M., from 10 till 11½ A.M., from 12½ till 3 P.M., and from 3½ till 5 P.M., in all 8½ hours daily; and they attend in the literary classes from 11½ till 12½ daily. Their parents are quite willing and even anxious that they should be thus employed, as each child gets whatever she can earn by her work.

The work done is chiefly embroidery, on such orders as the Nuns can procure, partly from private ladies, and partly from persons in trade; and some crochet-work, for which they expect

good demand and fair wages, the Nuns themselves procuring the materials for the work.

They have also received a large supply of pieces to be embroidered, from the Messrs. Wallace, of Glasgow, through their agent Mr. McCallum of St. Andrew-street, Dublin, but marked at so very low rates of wages, that the best workers, even the instructors, could not earn 2s. a week at them, by working 12 hours daily. So, they say, they will be obliged to return these pieces undone. The work they procure from other sources pays the good workers 3s. to 4s. a week each, and even beginners can earn something, besides getting acquainted with the art.

So far as the experiment of combining industrial with literary instruction has yet gone in this school, it is considered cheering, as the children are making a fair progress in both these branches of education.

If a constant and remunerative supply of materials were afforded from any source, I have no doubt that through means of this excellent school much humble comfort and happiness would be diffused through the poor population of this town; and the same results may be very fairly expected in any female schools, attended numerously and constantly by poor children, and admirably superintended and disciplined, as all the Convent schools are.

I have the honor to be, Gentlemen.

Your very obedient humble servant,

JAMES DOHENY, *District Inspector.*

To the Secretaries, Education Office,

No. 18.—Report of Mrs. CAMPBELL, Head Mistress of the FEMALE MODEL SCHOOL, MARLBOROUGH-STREET, on the Industrial Department of that School.

May, 1851.

GENTLEMEN—Before entering on the matter which forms more immediately the subject of this Report, I take the liberty of referring very briefly to a rule by which I have been always guided in the arrangement of this school with regard to needlework.

I consider this short explanation necessary to give a correct view of the late introduction of muslin embroidery on a more extended scale than heretofore.

The rule has simply been, that all the pupils attending should receive the full meed of literary knowledge of which the school is capable; with the attainment of which, nothing in the way of work, however useful generally, has been ever allowed to interfere.

In the division of school time, a portion is set apart daily for teaching needlework exclusively; plain domestic works, including mending, cutting-out, and making-up garments, being indispensable to all, hold the first place, and are taught to all, according to their

respective ages and capacities. But when the children have become proficient in these useful branches, they are permitted, indeed encouraged, to acquire some knowledge of the finer description of works, under certain restrictions, such as evincing taste and capacity, together with some reference to the probability of their future usefulness in the walk of life for which the parties may be destined, still however keeping up the practice of the plain domestic works on certain days of the week, during work-hours.

These are the principles which have guided and been acted upon in the recent more general introduction of embroidery, with the view of affording the children an opportunity of taking advantage of the present impulse given to that description of work, and thereby enlarging their industrial resources, and practically testing the value of *time*.

I may add, that these arrangements appear to work most satisfactorily; both parents and children seem to enjoy the privilege, which interferes with no essential duty, and the party supplying the work has expressed himself *particularly pleased* with the style of its execution. The embroidery work is carried on in the same room in which the literary school is held, *but after the lessons are ended*, and there are separate teachers for that branch.

At present about 150 pupils are engaged in learning the work, which is practised daily from two to four o'clock, and in some instances parties are allowed to bring it home for the evening.

Two young persons from the north of Ireland have been engaged as teachers since about Christmas last, at 12*s.* per week each, including board and lodging.

The *work*, and *all other requisites*, are supplied by a Glasgow manufacturer, and the pieces consist of ladies' collars, habit-shirts, flounces, and wrist-cuffs, all of which have the different *patterns stamped*, ready for the needle.

The children are paid by the owner of the work, his agent annexing a price to each piece, in proportion to the style of the pattern and the neatness of the execution. The remuneration is, however, I think, small, the greatest amount I have known of, earned in a week, being 1*s.* 6*d.*, and varying down to 6*d.*, 4*d.* and even 2*d.*

I understand, that after being bleached in Scotland, the greater part of the work of this description, is intended for the London market, where a great demand exists; thence to Paris, and for exportation to America, chiefly New York, and even, of the thinner fabrics, to India.

I was desirous that tambour and lace work might be included as part of the present scheme, if likely to prove remunerative; but the agent states, he had attempted these things elsewhere without success, not being able to compete with Nottingham or even Limerick.

From the arrangement here, and which I have already stated, of due time and attention being given to literary acquirements,

and as a great impulse exists at present on the subject of industrial employment, together with an opportunity of placing the means of practice in the hands of learners, by means of the many merchants now supplying this class of work on similar terms to those of the person by whom we are furnished, without incurring any expense beyond the salaries of the teachers, I cannot but regard any effort to diffuse the knowledge as conferring a great boon on National Schools, throughout the rural districts especially, as multiplying the industrial resources of the unemployed, and supplying even partial assistance to the children of the poor, in conjunction with literary knowledge.

I may add, that in this spirit I have directed all the teachers of the present class, both National and Candidate Teachers, to practise so much of the work as would give them an initiatory knowledge, capable, at least, of directing the simpler details.

I have the honor to remain, Gentlemen, your obliged servant,

JULIA CAMPBELL

To the Secretaries, Education Office.

No. 14.—Report of JOHN CARLISLE, Esq., District Inspector, on the SLIGO FEMALE INDUSTRIAL SCHOOL.

Ballyshannon, May, 1851.

GENTLEMEN—In compliance with your instructions, I visited the Sligo Female National School, and have to state for the information of the Commissioners, that the parties connected with the Industrial Department have been unable to carry their intentions into execution.

The Industrial School has ceased to be in operation since the close of last month; the causes assigned for the sudden dissolution of such an establishment are the following:—

Mr. Arnold, Sligo, supplied the materials, and for certain descriptions of work paid prices varying from 2s. 10d. to 4s., but at the close of April last, he lowered his prices for the very same articles to 8d. and 10d, which caused upwards of one hundred pupils to leave the school in the space of a few days. Most of these pupils contributed more or less to the support of aged parents and helpless sisters, and are now compelled to seek more remunerative employment than that afforded by lace work or sprigging.

He also charged the Superioress of the Convent the cost price of all the materials spoiled by the children, and she not being in funds, or prepared for such a crisis, decided upon closing the industrial, and paying more attention to the literary department.

I have the honor to remain, Gentlemen,

Your very obedient servant,

JOHN CARLISLE, *District Inspector.*

To the Secretaries, Education Office.

No. 15.—Report of ALEXANDER JOHN SIMPSON, Esq., District Inspector, on the CLONAKILTY FEMALE INDUSTRIAL SCHOOL.

Dunmanway, May, 1851.

GENTLEMEN—In reply to your letter of the 14th instant, I beg to inform you that I visited specially the Clonakilty Female Industrial School on yesterday, and found in it 93 pupils above the age of 16, busily employed at plain and fancy work—the latter cambric embroidery of the most delicate and beautiful nature—it being one of the rules that the pupils must attain a certain degree of proficiency in the former before commencing embroidery.

In the literary department, a separate room with distinct teachers, and, like this, spacious and adequately furnished, there were 145 present, all of whom receive instruction in plain work and knitting.

In the Industrial School there are two teachers paid by the Board £9 and £6 respectively, and by the Manager £9 and £8, and one paid by the Manager exclusively £12 per annum.

The materials are procured by Miss Donovan, the Manager, and the work is disposed of by her among her friends, such being the character of the school that orders sometimes exceed the possibility of supply; when the contrary is the case, the surplus is consigned by the Manager to friends through the empire and in India, where sale at remunerative prices is readily obtained. For a few articles sent lately to a lady in London, for entrance at the Industrial Exhibition, the sum of £16 was procured, and with it came orders for further articles. The receipts may be looked on as almost entirely for labour, as the unworked material is of little value.

The pupils are occupied from nine till five, and a separate account is kept for each, the profit in every case going to the worker, and so skilful have some of them become, that they earn 1s. per day, while field labour can be had for 4d.; of course, the less accomplished earn proportionally less, but so anxious are the people of the neighbourhood to have their children here, that many of them, whose dwellings are too remote to admit of their walking to school, take lodgings for them in the village.

In addition to the obvious advantage arising from this institution, there is another of equal importance, in the training to habits of neatness, order, and decorum, and in proof of the success of the experiment many satisfactory reports have been received from former pupils, who have been enabled by their savings in this establishment to cross the Atlantic, where the knowledge here acquired has been turned to such account, that remittances to friends in this locality are of frequent occurrence.

In conclusion, I beg to remark, that the gratifying state of the Clonakilty School is mainly attributable to the attention of the lady patroness, who devotes her entire time to it; and were such

486 *Appendix to Seventeenth Report of Commissioners [1850.*

establishments *similarly managed* in general, not only the social, but moral status of the peasantry would be much ameliorated.

I have the honor to be, Gentlemen,

Your most obedient servant,

ALEX. JOHN SIMPSON, *District Inspector.*

To the Secretaries, Education Office.

No. 16.—Report of JAMES MORELL, Esq., Sub-Inspector, upon the RAHOON FEMALE INDUSTRIAL SCHOOL.

Galway, June, 1851.

GENTLEMEN—In accordance with your instructions, I beg to submit, for the information of the Commissioners, the following Special Report on the Rahoon Female Industrial School.

It is with pleasure I have to state, that this school has proved decidedly successful. The value of combining literary with industrial instruction has, in this institution, been fairly tested, and the result, as will be shown, has proved most satisfactory.

The school is in connexion with the Presentation Convent in this town, and conducted by the ladies of that Order, assisted by three teachers paid by the Commissioners of Education, two of whom receive 8s. per week, and one 6s.

The house contains three schoolrooms, in the upper one of which—commodious, and in other respects well adapted for school purposes—the industrial department is chiefly carried on.

The following Table exhibits the classification of the pupils, as presented by the school on the day of my visit:—

Both Departments.			Learning the following Branches.	
Present at time of Inspection.	Highest No. on the Rolls for the last 6 months.	Daily Average attendance for the last 6 months.		
637	984	570	Knitting,	43
			Netting,	47
			Plain Sewing,	75
			Shirtmaking,	27
			Fancy Work, (various kinds,	130
			Washing, Cleaning Furniture, &c. &c. . . .	11

The number of children, therefore, present on the day of inspection, attending on industrial instruction, was 322. These receive also book instruction for a few hours each day, from the ladies of the Convent. The education of the remaining 315 pupils is purely literary.

OCCUPATION OF SCHOOL TIME.

The rooms open at 8½ o'clock A.M., and close at 3 P.M. From 8½ o'clock till 9½ o'clock industrial instruction is given; the children then go to breakfast, and return at 10½, and resume their work till

11½. Religious instruction then commences, and closes at 12 o'clock; from this hour until two, literary instruction is received; industrial instruction is resumed, and continues till three o'clock, when the school is dismissed.

During the three hours daily allotted to industrial instruction, the undivided attention of two of the ladies is given to this department. Under their superintendence, the pupils are making steady and respectable progress in the several branches taught. The work, both plain and ornamental, is neatly and beautifully executed, and has repeatedly elicited the most marked approval from parties qualified to speak on the subject.

The raw material is procured from the establishment of Messrs. Wallace and Co., Glasgow, and from various other sources, it is manufactured by the institution, and sent back to the proprietors, a stipulated sum being paid for the execution of the work.

No accounts have been kept of the expenditure attending the clothing and feeding of the children (200 receive breakfast daily, and are partly clad), or the profits arising from the work done. The earnings of the pupils average from 1s. to 3s. per week; a portion of this money is expended in procuring food and clothing for the children, the remainder is given to them. Thus, these poor children are enabled to assist in maintaining the younger members of their families, and their parents, who, it may be observed, fully appreciate the advantages held out by the institution, and by acquiring habits of order and industry, secure for themselves the means of a respectable and permanent livelihood.

Few institutions have done more for the cause of education than this. It deserves the most liberal support from all classes of the people, while securing to the children, by means of industrial instruction, immediate and permanent support, it also imparts to them a sound literary education. The children grow up under the immediate superintendence of the ladies of the Convent, some of them educationists of no mean order, and carry with them into other spheres principles of high moral worth and habits of industry, which will render them useful members of society in whatever situations of life they may be placed.

Judging from the result in this school, the experiment of continuing literary with industrial instructions should, in my opinion, be extended to other schools.

The arrangements in the Rahoon School, for carrying out the system of industrial education, are well-ordered and efficient. The pupils present a clean and tidy appearance, and seem *anxious to learn*—a sure test of education in a school. This spirit the teachers endeavour to create and foster. Implicit and willing obedience is given by the children to their wishes and directions; this is attained, not by any tendency to physical force, but results from a thorough knowledge of the nature and management of the mind, and a peculiar gentleness of manner on the part of the

ladies, which win the attachment of the pupils, and render the exercise of authority effective, without being offensive.

I have the honor to be, Gentlemen,

Your obedient servant,

JAMES MORELL, *Sub-Inspector*.

The Secretaries, Education Office.

No. 17.—Report of JAMES MORELL, Esq., Sub-Inspector, on the
CASTLEHACKET FEMALE INDUSTRIAL NATIONAL SCHOOL.

255

Galway, June, 1851.

GENTLEMEN—I beg to submit, for the information of the Commissioners, the following Report on the Castlehacket Female Industrial School.

I visited this school on the 24th instant; there were present 38 pupils; the highest number on the rolls for the last six months is 80; the daily average attendance for the same period is 44. The literary and industrial departments are conducted in the same room, which is well ventilated and sufficiently large to accommodate the number of pupils in attendance.

There is one teacher paid by the Commissioners, who conducts both departments; she is assisted by her daughter, who is not, however, recognized or paid by the Board.

School opens at 10 o'clock A.M., and closes at five o'clock P.M.; from 10 o'clock till two o'clock literary instruction is given; industrial instruction then commences, and continues till four o'clock; from four to five o'clock is devoted to religious instruction. There were present on the day of my visit 21 girls learning to make shirts; the remaining 17 in attendance were receiving instruction in plain sewing and knitting. The work is neatly and substantially executed. There is no fancy work done in this school.

From inquiries made, I learn that the parents of the pupils are most desirous their children should receive industrial as well as literary instruction.

The accounts are balanced at the end of each year, and the entire profits arising from the work (amounting last year to £8 14s.), are given to the children. A book is kept by the teacher, in which an accurate entry is made of the amount and description of the work done by each pupil in the school. The school is, therefore, remunerative, and at present in a very promising condition, which it owes chiefly to the exertions of the Manager, and the warm interest manifested towards it by several ladies in the neighbourhood.

The industrial system should, in my opinion, be extended to other National Schools.

In the literary department the answering of the pupils was highly satisfactory—a pleasing proof that literary and industrial instruction can be carried on in the same school with every hope of a successful result.

I remain, Gentlemen, your obedient servant,
JAMES MORELL, *Sub-Inspector.*

The Secretaries, Education Office.

No. 18.—Report of JAMES MORELL, Esq., Sub-Inspector, on the
CLADDAGH NATIONAL SCHOOL.

Galway, June, 1851.

GENTLEMEN—Agreeably to your instruction, I inspected on the 17th instant, the male department of the Claddagh Piscatory National School.

There were present on the day of my visit 117 pupils; the highest number on the rolls for the last six months is 240; the average daily attendance for the same period is 156.

I examined closely, and at considerable length, in the several branches taught, and I feel justified in stating that this, as a literary school, has made steady and respectable progress since previous inspection. But it is a subject of regret, that no steps have as yet been taken towards securing to the pupils industrial training. The education received is purely literary. With this view of the case, the Manager, to whose exertions the female industrial department owes, in a great measure, its present prosperous condition, and the people generally of the town, deeply sympathize. I beg, therefore, respectfully, to bring this subject under the notice of the Commissioners, with the view of their considering the propriety of granting aid towards the erection of a "Model Ship," to afford training in practical seamanship, or adopting such other means as may seem most conducive to the interest of so important a school.

I have the honor to be, Gentlemen,

Your obedient servant,

JAMES MORELL, *Sub-Inspector.*

The Secretaries, Education Office.

II.

DISTRICT INSPECTOR'S REPORT UPON EVENING SCHOOLS.

No. 1.—REPORT of H. P. CLARKE, Esq., District Inspector, on the LIMERICK ADULT EVENING SCHOOL.

Limerick, May, 1851.

This School was established in November, 1848, by the Committee of the Limerick 'Trades' Literary Institute, for the instruction of tradesmen and others, with their children, who may be prevented by their occupations from attending the ordinary daily schools.

The Mayor of the City, for the time being, is President of the Institute; the Vice-President, the Rev. Dr. O'Brien, acts as Correspondent for the School with the Board, and has been mainly instrumental in originating the Institute and School, and is most zealous in attending to the efficient working of both. The Committee is composed in part of working-men, and partly of professional persons, and others interested in the education of the people.

The evening school is held in the spacious apartments of the building called the Old Exchange of Limerick, which are most convenient, well supplied with desks, maps, and other school apparatus, and in every respect well adapted for the purpose. The use of the rooms is given free by the Corporation. The funds of the Institute are derived from voluntary subscriptions, with a small amount collected as school-fees, and a grant of £20 a year from the Commissioners of Education. From these subscriptions the sum of £20 is paid as local contribution to the teacher, in addition to the Commissioners' grant, making his whole salary £40 a-year. The expense of gas-light and other contingencies connected with the school, and the delivery of the lectures, are also provided for from this source.

The hours of attendance at the school are from 7 o'clock to 9. 40. P.M., the subjects of instruction being Reading, Writing, Arithmetic, Book-keeping, with the outlines of Natural Philosophy, &c., contained in the Lesson Books. For the last six months the average attendance has been 82; the highest number on the roll for the same period, 227; and during the two years and a half which have elapsed since the school was established, 427 persons have received instruction in it; of these 306 belong to the class of traders, clerks, and mechanics, 70 to that of labourers, and 51 are orphans. The ages of the pupils are from 11 to 32 years, the

average age being 16. I am, however, of opinion, that it would be better to exclude for the future all under 14 years, as it is to be feared their attendance is likely to discourage that of older persons, for whom the school is chiefly designed. Besides, very young boys can easily attend the day schools, and without them the teacher will still have even more than a sufficient number to instruct. In order to promote regularity of attendance, and the general efficiency of the school, the Committee enforce the following rules :—

1. That the hours of attendance be from 7 o'clock to 20 minutes to 10 o'clock each evening of the week, except Saturday and Sunday.

2. That no pupil be admitted to the school after eight o'clock, unless upon special application to the Visiting Member of the Committee or to the Master.

3. That the name of every pupil who has been absent for one month, be removed from the school-list; nor be reinstated unless by order of the Committee, to be obtained upon the representation of sufficient reasons for the absences.

4. That every pupil absent for one week together, without satisfactory cause shewn to the Visiting Member of the Committee, be censured.

5. That three censures be deemed equivalent to one month's continuous absence, and involve the same penalty as set forth in Rule 3.

6. That one penny be paid to the Master on the Monday of each week, by every pupil save those introduced by subscribers of 10s. and upwards; and that every pupil not paying the same be dismissed.

7. That the Master report to the Visiting Member of the Committee on the conduct of the pupils every evening, and any pupil reported for ill conduct be at once dismissed.

8. That each pupil be required to furnish himself with school requisites.

No book less advanced than the Third Book of Lessons is taught; three-fourths of the pupils learn it, the remainder being occupied with the study of the Fourth Book, Geometry, Algebra, and Mensuration. I have frequently visited the school, and from examination of the classes, have found that the persons attending have attained a very respectable knowledge of the different branches of instruction, making due allowance for the necessary shortness of the time devoted to school, the limited period during which the pupils can attend, and the circumstance that the task of conducting the school devolves upon one teacher, occasionally assisted by Members of the Committee, who with the most praiseworthy zeal have taken upon themselves the duty of attending in rotation to superintend the teaching.

I notice the following remarks as to the successful working of the school entered in the Report Book :—

"Having been at all times favorable to the progress of education, and aware of the inestimable advantages likely to follow from the establishment of Adult Schools for such persons as are prevented from attending the ordinary schools of the day, I have taken much interest in the Limerick Adult School, at present under the superintendence of Mr. Moylan, and it affords me no small pleasure to be enabled, from personal inspection, and from having examined the pupils, to state, that the system of instruction adopted therein, and the manner in which that system is carried out, lead me to the belief that the most sanguine views of the Committee of the School and of the Patrons will be fully carried out under the present judicious management.

"JAMES M'CARTHY,
"Editor of the *Limerick and Clare Examiner*."

"Visited and were present at a lengthened and careful examination of the pupils in Geography, Natural Philosophy, Geometry, Book-keeping, Arithmetic, Grammar, and other branches—were much pleased with the answering, which was highly creditable both to the Master and Pupils, from its accuracy and extent. The natural intelligence of the Pupils was much assisted by the successful mode of instruction adopted by the Teacher.

"RICHD. A. DALLAS, Solr., A.B., T.C.D.

"WM. L. JOYNT, Solicitor.

"W. C. CLEARY, R.C.C."

The supply of books and requisites has been well kept up, the sums remitted for their purchase amounting to £16 3s. 9d. at half-price.

Arrangements are at present in progress for establishing a Library for the use of the trades and persons attending the school, to consist of works elucidating the application of science to the various mechanical arts; of treatises on practical agriculture, and of other productions of a scientific character. Extracts or selections from travels, and the works of the most eminent poets will also be procured, as well as many other useful books. Such are the views of the Committee in establishing the Library. When carried into effect, their plan will be in a great measure complete, and the whole will have a powerful effect on the improvement of the education of the people in its three-fold character of Lectures, School, and Library.

HENRY P. CLARKE, *District Inspector*.

III.

REPORT ON LECTURES delivered at the Clonmel District Model School
by EDWARD S. CLARKE, Esq. M.D., M.R.I.A., District Inspector.

Clonmel, 12th May, 1851.

GENTLEMEN,—In obedience to the instructions contained in your letter of the 9th inst., I have the honour to give the following statement of the nature of the lectures which I am accustomed to deliver weekly at the Clonmel District Model School to the teachers, pupil-teachers, and a class of about twenty of the most advanced pupils of that institution, for about two hours each week, being all the time that the arduous nature of my ordinary duties has hitherto permitted me to devote to that purpose.

These lectures embrace the elements of Natural Philosophy, including Chemistry applied to the Arts; their tendency is altogether practical, theory being no further noticed than to enable these principles to be well understood on which the practice of the various arts is founded; in order that the pupil be prepared to supply from resources his own expedients suited to any change of circumstances demanding processes of art or manufacture different from those usually employed.

The instruction in the elements of mechanics, with their application to machinery, embraces those general principles by means of which (through the agency of machines) man is enabled to produce effects far surpassing his unaided efforts, either for the accumulation of power or the acquisition of velocity. For this part of the course I employ a suitable set of models of the mechanic powers, and of compound machinery, and call attention to some of the most improved machines in use in the neighbouring factories. I may also include under this branch, my lectures on the steam-engine, illustrated by working and sectional models, both of the early and of the present most approved forms of engine, as well as by drawings of the most perfect now in use in this country, and I dwell considerably upon all improvements in the steam-engine or boiler; on account of the importance of economy of fuel in all industrial operations in Ireland.

The aim of this branch of my lectures is to produce a class of workmen much superior to those now located here, who (I am sorry to say) I am informed are, with a few exceptions, too little acquainted with the principles of their art.

The lectures on Chemistry teach the elements of this science. The simple bodies are constantly before the pupils, their properties described, their habits and mode of combination explained and illustrated. Many of their compounds, as salts, acids, alkalies, &c., are formed in presence of the pupils, the laws of permanence and uniformity of composition of the same substance fully explained, the influence of temperature in several of the processes of the arts is noticed, the in-

struments used to measure it exhibited, and of some of them, as thermometers, are made in their presence. The arts connected with this branch are made subjects of special illustration, as distillation, glass-making, pottery, bleaching, tanning, dying, gilding, silvering, plating of metals, of glass, &c., in order to impress upon the pupils the principles on which such arts must depend for their successful cultivation, than which no more valuable information can possibly be laid before them; for, with such knowledge, they enter upon life with advantages of the highest order.

Whenever brought into contact with processes of art, they penetrate into its principles, perceive the benefits and defects, and are ready to extend the one or correct the other. They see not through "a glass darkly" but clearly; perceiving the essence of the process. From persons so instructed, no mystery can conceal under any disguise the principles of a process, however much the manufacturer may try to do so. The chemist penetrates the disguise, lifts the veil, and lays bare the secret. Nor is the influence of this science of small moment in teaching the importance of light and pure air in the animal economy and pointing out the degradation of physical and mental energy, which infallibly awaits the damp, dark, and ill ventilated dwellings of the poor, too often surrounded by heaps of decomposing animal and vegetable matter, and even the evils suffered by the higher orders, owing to a want of sufficient knowledge of the principle on which all efficient ventilation must depend. Indeed it is too common to find our own schools, crowded to excess, having a low fire-place, the windows far from the ceiling, and their upper halves incapable of being lowered or opened.

Under such circumstances the carbonic acid gas evolved in respiration, and the nitrogen left after the same act, together with animal effluvia from the skin, ascend towards the ceiling, (owing to their temperature being higher than that of the surrounding pure air) but as no means of escape exists there, they increase in quantity, displacing the pure air downwards, as gas displaces the water from the jar in the pneumatic trough of the chemists, until at length they descend to the level of the lower half of the window which has been raised, and there they remain constantly filling the same space; but the heads of the pupils (when not sitting) are often above this level, and are, therefore, almost constantly immersed in an atmosphere, the destructive influence of which it is fearful to contemplate. This state of things is by no means uncommon in our non-vested schools, and is even occasionally found in those which are vested; particularly in double schools, the lower room being closely ceiled, and the upper part of the windows not made to open. On such points I would particularly dwell, and I take this opportunity to suggest a better state of ventilation for our District Model Schools, as I have already done to the architect and other officers of the Board, namely, that fire-places be surrounded by a metallic flue, to serve as a chimney, and that an opening of about one square foot of surface be made from the upper part of the room into a hollow space

or flue surrounding the metallic chimney. This hollow space or air flue, consisting of that which in ordinary cases is the chimney, reaches to the top of the building together with the metallic smoke flue already mentioned. In fact the change consists in putting a stove top on the fire-place, inside of the brick work, and surmounting it with a flue of iron, which flue goes up through the ordinary chimney-stack to the top of the house; the smoke and heated air ascending through it and not through the brick-work around it. In this way the metallic flue becomes very warm, and, owing to its good conducting quality, gives heat out to the space around it; and into this space an opening of about a foot square (or a somewhat larger space might be allowed when the house consists of a large building having only one apartment) leads the impure air from the upper part of the room, which air being heated by contact with the warm metallic flue, expands, becomes specifically lighter than the air beneath, and escapes upwards with great rapidity. It is obvious that the plan proposed by some persons of causing the air in the upper part of the room to communicate with the actual smoke flue, would lead to unsatisfactory results, such as diminished draft in the chimney, smoke in the room, &c., &c., unless the connection were made by Dr. Arnott's valve, which, I believe, has not been found to succeed in practice, and which, at all events, will be quite unnecessary if my plan be adopted.

Four or five openings of similar size, guarded by perforated zinc, would be necessary in each of the side walls, near or under the floor, to supply air to the apartment, instead of that which, being vitiated by respiration, had ascended. These being, as I have said, guarded by perforated zinc, would admit the air in a diffused and mild manner, incapable of injuring the pupils; whilst from their greater combined surface, as compared with the opening into the air flue, the escape of air from the room would be much more rapid than otherwise would occur, resembling, in this respect, water issuing from the conical jet of the fire-engine; or, though in a less degree, air from a blow-pipe. This plan of mine resembles that adopted by the architect to the Commissioners of Poor Laws, in having a separate flue for the escape of air, but differs from it in having that air-flue heated in the manner just shown, which is obviously a great improvement.

That a change of ventilation in our Model Schools is necessary will be evident to any one who visits them (I suppose them all like Clonmel), when the numbers are much above the average; and at almost any time a person standing under the main lowered space in the roof (intended only to take away the heated air) will feel the descent of a most inconvenient current of cold air upon his head which *proves* that the arrangements for the admission of air near the floor are insufficient; in fact, there are none when the doors are closed; and all the openings intended to take away the heated impure air must also act as spaces to admit the cold air; but the intimate contact of the two opposite currents, the one of hot impure air ascending, and the other of pure cold air descending, produces an equalization of the temperature of these

two currents to a considerable extent, and thus that portion of the heated air immediately in contact with and cooled by the descending current of cold air descends with it again to the lower part of the room, cooled but not purified, and is again breathed by the pupils to their manifest injury.

That the want of sufficient openings to admit the cold air in or near the floor was the cause of this, I felt confident from the sensation of cold upon my head when standing under the *louvres*, for such a descending current *could not* occur if these openings existed, and for the following reason, viz.: that the pressure of the air at the level of the roof of the building, is of course less than at the level of the floor which is lower, consequently it would of necessity enter *below* instead of *above*, if space were left for its admission.

It may be said that the difference in elevation is too small to produce the effect I describe; but I answer that instruments encumbered by friction are sold by the opticians (to serve as portable barometers) which indicate the difference of atmospheric pressure between the ceiling and the floor of an ordinary apartment, and it needs no argument to prove that in the case of a Model School, when the building is four times the height of an ordinary domestic room, the effect would be proportionably greater, particularly as the free and yielding air being encumbered by the friction necessary to the instrument I have alluded to, will yield to the slightest difference of pressure, and, therefore, the cold air would enter at the place where the pressure from without was the greatest, viz., at the floor. Thus it would considerably improve the ventilation, to make the large and guarded openings for the admission of cold air, even if the additional aid to ventilation which I have already described were omitted, the action of which, however, will be found of the highest importance, namely, an air-flue, whose inner side is formed by the warm metallic smoke-flue.

I ought to mention that whilst impressed with these opinions, a circumstance occurred which proved the truth of the former statement, viz., that the vitiated air, endeavouring to escape from a heated room into the external atmosphere, becomes in great part returned into the room, owing to its being cold as soon as it arrives at or near the external opening. The circumstance was as follows:—During last summer the Catholic church of SS. Peter and Paul, Clonmel, being about to be enlarged, an opening existed in the roof, through which, during prayers on a warm day, I noticed the sun's rays passing into the church, and illuminating the particles of dust which were floating in the air, thus rendering visible the motion of the air in which they floated. I was in this manner enabled to see the air issuing from around the heads of the people, ascending towards the opening in the roof, but as soon as it approached near the latter, it was seen for the most part to descend again, to be breathed a second time; the cause being that the church doors were shut at the time, and no sufficient space existing for admission of cold air from beneath, it was obliged to enter from above, and thus returned with it the already vitiated, but partially cooled air.

These remarks on ventilation may seem out of place; I give them, however, as they form part of my instruction, and as I am anxious to bring them before the Board for the public good, and have not leisure to write a separate paper on the subject.

To recapitulate, the chemical portion of my instruction has for its object to impart a knowledge of the elementary principles of this science with reference to its application to various arts and sciences, and to the ordinary phenomena of Nature. Amongst the arts I have already mentioned, the chemical trades, strictly so called, as the manufacture of the mineral acids, alkalies, neutral salts, bleaching powder and liquor, also dyeing, bleaching, soap-making, tanning, manufacture of iron, steel, brass, glass, sulphur, pottery, &c.; testing the purity of several of the most essential articles employed in these manufactures, and detecting the adulterations of substances used as food; explaining the connexion of this science with agriculture, as the formation of soils by disintegration of the rocks; elucidating the nature of the constituents commonly existing in soils, the relative proportions of these in lands naturally fertile, the chemical constituents of each of the most important agricultural plants as shown by approved analyses, thus leading to a knowledge of the soil, where each vegetable can be grown to the greatest advantage; illustrating the benefits of rotation of crops, the various crops using different portions of the elements of soils, the cereal making greater demands on the mineral constituents of the soil than the green crops, which take more of their food from the air; the manner in which the mineral food taken up by one kind of vegetable may be replaced by the natural disintegration of the minerals contained in the soils, or by manures, thus showing the necessity for the analysis of these latter bodies as well as of marls, soils, &c., and the importance of pointing out the simplest method of accomplishing this object; exhibiting the chemical principles connected with the benefits produced by draining, subsoiling, and lining of peaty lands, by illustrating the cold produced by evaporation, the neutralization of the stringent acids which by their antiseptic nature resist the decomposition of the vegetable matter, thus not only causing it to be in excess, but preventing the formation of those humic and ulmic products so important to fertility, &c.

This department is also closely connected with another branch of my instructions scarcely less important. I allude to practical Geology and Mineralogy; meaning by the former a practical knowledge of the various rocks found in Ireland, of their localities, of the means of distinguishing each, of the circumstance that the experience of practical men in every part of the world has established it as a fact, that they occur in a definite order of position, which is never reversed, though some of the series may be wanting; of the important metallic ores and other mineral deposits which may exist in each; of the fact that certain of these minerals, as coal, are confined to particular geological formations; that they have never been found out of them, and that

it would be waste of money and time to search for them elsewhere—a fact generally so little known, that proprietors have often been ruined by yielding to the statements of ignorant and interested men, in search of coal in geological formations where the experience of scientific and practical men of the universe, with common consent, deny its existence; and of this I had several examples, the shale of the lower limestone being in these cases mistaken for coal shale.

I teach the external character of the rocks by specimens, of which some are strictly typical; others are selected to show the varied appearance under which the same rock presents itself in different circumstances, but all collected by myself, and eminently suited for the purpose of communicating instruction.

With reference to Mineralogy, I exhibit only the minerals of industrial importance in Ireland; thus the various ores of each of the following metals—copper, lead, iron, antimony, manganese, as well as sulphur, barytes, gypsum, &c., are exhibited and made known; the errors likely to arise are guarded against, as in the resemblance between the sulphuret of iron, which is useless except found near the coast (the expense of carriage in the inland positions producing this effect), and the sulphuret of copper, which is valuable wherever found. Modes of distinguishing them both by chemical tests and external characters are also given. Again, the method of assaying the ores of lead and copper on the small scale, and reducing them on the large to the metallic state, are likewise taught; the former of which is so little known in Ireland that although the workmen are all paid according to the per centage of metal in the ore, it is practised, I believe, by but one person, the specimens of all the ores raised in the mines of Ireland, except one, being sent over to England for assay. Yet if this were desired I could readily prepare pupils for that duty; as it is, I teach the principle on which it is founded.

Geology, when associated with Chemistry, teaches the chemical constitution of each rock, and, therefore, the nature of the soil formed by its disintegration. It teaches also the cause of the variable permanence of each rock, or its suitability or otherwise for the purposes of building; showing that whenever a rock contains many constituents, and this is especially the case if it contains iron, it is invariably perishable. Thus, though the hardness of granite in the sound state has given origin to a proverb, nevertheless the disintegrated condition of this rock in parts of the county Wicklow, as used in Dublin under the name of free-stone for domestic purposes, and the crumbling state of the piers of the great gates of the Four Courts of our metropolis, prove it to be more perishable than Portland Oolite or primitive limestone; whilst Chemistry reveals the cause, for of its three constituents two of them are compound, and one of them (the felspar) is remarkably subject to decay, being itself of such compound constitution.

This association of Chemistry with Geology also explains the fertility of soils formed from certain rocks and of soils existing near the boundaries of two or more geological formations.

Such is the method in which I teach Geology—a science which, thus taught, ministers directly to the service of farmers, of proprietors of land, of miners, and, therefore, of the nation at large, without being in the remotest degree subject to objection even on the mistaken ground of its theories involving supposed objections to the validity of Holy Writ, which in reality they do not; but on the contrary, Geology, thus taught, merely as the record of practical experiments in search of ores and other mineral deposits essential to the civilisation and happiness of the world, and of the description of the inorganic bodies which for the most part compose the rocks, is wholly free from objection, and deserves to be impressed on the mind of every man, as amongst the most essential portions of his knowledge.

The science of Hydrostatics deserves everywhere great attention; but in no country more than in Ireland, where if Nature has denied abundance of coal, she has given in return a plentiful supply of water. This source of motive power, so essential in an industrial point of view, requires nevertheless to be husbanded and used with prudence; hence instruction is necessary as to the form to be given to each of the three varieties of water-wheels, their velocity and diameter, and the relative amount of head and fall which makes one species more suitable than another to particular localities.

Pumps also demand our attention as instruments used either to enable the miner to conduct his operations on the mineral treasures of the earth in places which otherwise would be covered to a great depth with water, as in nearly all deep mines; to serve as the last hope of the brave seaman, when his gallant bark had been shattered 'midst the perils of the stormy sea; to prove an essential adjunct to the steam-engine, either stationary or locomotive, and to many processes of art; or to furnish towns and rural districts with water in places where Nature had not permitted her springs to bring that indispensable fluid to the level of the earth's surface.

There are various other forms of apparatus for raising water which, although useful, I scarcely hope to have leisure to communicate a knowledge of to the pupils.

The pressure on the banks of canals, flood-gates, &c., and the mode of calculating its amount, requires to be explained in order to guard against accidents, which may be avoided by making the strength of the banks, gates, &c., increase from the surface downwards, in the same proportion as the pressure. This subject also throws additional light on some of the motions of fishes in water; explains the cause of water when at rest being horizontal; teaches the velocity with which rivers flow, with a view to the use of water as a motive power, particularly with regard to undershot water-wheels; and many other matters, which render it an indispensable branch of knowledge.

Intimately connected with the latter branch, and in many respects bound by the same laws, is the science of Pneumatics, which, like the former, is essential to be taught to every pupil who would learn the nature of pumps, the steam-engine, pneumatic chemistry, and other

branches of study essential to the success of many industrial movements.

The explanation which this science offers of several instruments in use in society, particularly the barometer, requires especial notice, and I am well supplied with apparatus for this purpose, as well as for the explanation of the cause of winds, measurements of the heights of mountains, &c.

Under the head of Optics I explain the nature and properties of light, state its laws, illustrate by experiments its connexion with chemical action, as in photography; its influence on the animal economy, on colour, heat, electricity, and moisture; the two latter by a series of charts founded on experiments, communicated by me to the Royal Irish Academy some years since. I next explain the physiology of vision, the structure of the eye, its perfection considered as an optical instrument; and then proceed to illustrate the principle of the telescope, microscope, &c.

To Electricity or Magnetism, although my own favorite sciences, I have not yet drawn attention, but when I do so, my remarks will be mainly directed to their practical application, as the preservation of our public buildings and ships from lightning; the service which the principle of electrotyping has done, by ministering to the economy of several manufactures (as pottery), by multiplying indefinitely, and at a small cost, the most expensive engravings; whilst the kindred and equally new branch of electro-plating has redeemed a whole class of workmen (gilders) from the worst form of human misery—a lingering death by paralysis—from which few of them escaped. I shall also illustrate the principle of the electro-telegraph which has latterly assumed so much importance, and promises to be one of the most effective agents yet discovered for the civilisation and permanent peace of mankind; whilst Voltaic apparatus will be noticed as one of the most powerful instruments in analysis, and as a valuable addition to the older remedial agents, particularly in its action on the nervous system. Its influence in exciting magnetism and even bringing it into subjection will also be noticed; and attention will be directed to this latter agent as that which guides the mariner on the trackless deep, and which, when called into action by electricity, at the will of the operator, in masses of soft iron, under the name of electro-magnetism, may yet produce revolutions in the mechanical world as great as those which steam has already effected.

It may be here mentioned that this science, in its recent application, silences the arguments of those objectors who assert that no science is to be taught from which practical benefits to society are not *at once* apparent; for who, when the Abbe Nolet remarked on the similarity of lightning and the electric fluid of our machines—connecting these agents, the one of Nature and the other of Art, under their relation of passing with ease and velocity along metallic substances—was prepared to see, that the preservation of our buildings and our fleets, and the nearly instantaneous communication of our thoughts from one end

of the earth to the other, would ultimately follow as consequences of this observation. Nor should we forget the influence of physical science in causing us to estimate more highly the power and providence of the Deity. Thus, whenever we look through the domain of Nature, we perceive the effects not only of an Omnipotent, but of a mercifully Provident Creator, guarding mankind against occurrences which, according to the ordinary laws of Nature, would seem inevitable. Thus ice is known to melt as soon as the temperature of 32 degrees Fahrenheit is exceeded, and with a rapidity proportioned to the increase of temperature above that point; but it often happens in temperate climates that so much water is solidified upon the land as ice or snow, as, if it were suddenly liquified, would form a resistless torrent which, in such places, would sweep man and all his works before it, and bury them in the bosom of the deep; and in *very many places* enough of ice or snow frequently exists in the winter season to produce most extensive destruction. But the all-wise Creator impressed on matter another law, viz., that in changing its state to one less solid it should absorb and render latent large quantities of heat. Thus, in the case before us, so much heat, speaking popularly, is required for liquification, that a very sudden elevation of the temperature is thereby rendered impossible, and thus the catastrophe is avoided.

Again, if the law, almost universal, viz., that cold causes all bodies to contract in bulk, had not been departed from in the case of water, the first winter our world ever saw would also be the last; for the newly formed ice, being colder than the subjacent water, would, from the reduction in volume attending the diminution of temperature, be relatively heavier than it, and would therefore sink to the bottom, a new portion of water would ascend to the surface, and this, being in like manner reduced in temperature by the cold air, would, for the same reason, contract in volume, freeze, and thus becoming relatively denser than the subjacent water, would also sink to the bottom; and thus our rivers, springs, and lakes would soon be changed into solid masses of ice, water would no longer exist upon the land, and the entire animated creation would speedily perish. But the Almighty, ever provident for the benefit of his creatures, did that in the case of water of which creation affords no other example; viz., He ordained that at a certain temperature higher than the freezing point of water, (viz., $39\frac{1}{4}^{\circ}$ Fahrenheit) water should *expand* by reduction of temperature, and thus becoming relatively lighter than the warmer water beneath, would float upon its surface, and, owing to its being almost a non-conductor of heat, would, when frozen, protect the water beneath it from undergoing congelation; but as the Almighty, for man's example, uses means to accomplish ends, he effected the present object, by causing water to crystallize in the act of freezing in forms which leave interstitial spaces, and thus saved a world.

Again, the man of science sees instant methods of destruction in the

power of the Deity, by which he could annihilate our world by his very thought, which, though the unscientific man may *believe*, he does not clearly perceive a mode suited for its accomplishment; but, in the attraction of cohesion and repulsion (laws affecting the condition of matter) the philosopher sees agencies more potent than the fire and flood, popularly assigned to the Deity as instruments of destruction, reduced indeed, by the Bow of Promise, to fire alone. For let the Almighty please to annihilate the force of repulsion, then that of cohesion would reign supreme; motion would cease throughout the world; the animating fluids which circulate in living things would instantly be solid masses, endued with more than adamantine hardness, and the pliancy of life would everywhere be replaced by the rigid stillness of death. Or, let the Deity but will the centripetal action to cease, and then not merely our earth, but the entire planetary system would be severed into indivisible atoms, and scattered through the immensity of space. Thus, by the science which I advocate, more exalted ideas are obtained of the power and providence of the Most High, and we are instinctively led to look through Nature up to Nature's God.

Having thus explained the nature of the instruction which I believe to be necessary for the success of industrial movements in Ireland, and also its influence on the mind of the pupil, enabling him more clearly to perceive the evidence of the power and providence of the Deity, it will not be deemed strange that I should endeavour to effect, in the district committed to my charge here, that change which I deemed so desirable, yet without seriously interfering with the time allotted to other studies, particularly when it is remembered that I have been from my earliest years devoted to Natural Philosophy and the Mechanical Arts, have been for some time a lecturer on the former subjects, recognised by various Colleges and Universities, and have long felt the necessity which existed amongst society at large for this species of instruction.

I therefore began by giving instructions on these subjects for two or three hours each week (when permitted by the laborious duties of my office) to the eight Pupil-Teachers who yearly go out as Teachers from our Model School, and to about twenty of the most talented of the advanced pupils, the Master and Assistant-Master being also present. I felt that at this time, when the energies of our country had been paralyzed by a visitation unexampled in history, it became the duty of every one who could do so, to engraft on the literary attainments of our Pupils and Pupil-Teachers the principles of physical science, as scions of hope to the rising generation, and that the time had arrived when their literary attainments should be used as a foundation on which to erect an industrial superstructure serviceable to themselves and to their country. I felt that they should know the elements of those principles without which there can be no good mechanic or engineer, no skilful farmer, no efficient overseer of mines, no enlightened manufacturer. Yet all these departments of industry, and many others

even more closely dependent on Chemistry, as dyeing, bleaching, soap-making, tanning, &c., &c., are cultivated in the district committed to my charge.

In the town of Clonmel alone these things are severely felt by the manufacturer; there are very few mechanics in it who understand the principles of the steam-engine, although many large engines keep its mills in motion. In like manner I am informed that its carpenters, model-makers, mill-wrights, working founders, &c., are much in need of information on the merest elements of the principles which should guide their labours, although a few are well informed on these subjects. Many there are not only ignorant of the principles of the steam-engine but even of the common pump. Many farmers there are, I have no doubt, wholly ignorant of the causes which make a soil fertile or barren; and many in the district I have recently left would be unable to say on what land lime should be used, where used in the caustic state, where as a carbonate. Some that I have met refused to use the purest calcareous marl, which was on their own farm, merely because it lay in a marshy place; they therefore sagely concluded that it was useless, and sent two or three miles for an inferior though drier marl. Others left the alkaline ashes which they obtained by burning the surface soil, in large heaps, exposed to the rain for months, and whilst a bulk of red and nearly inert earth remains, they believed that the manure was still perfect, and then only thought of spreading it upon their land when its alkali had long since been washed away.

I have also known a proprietor in the district I have lately left, to expend a considerable sum of money in search of coal in the lowest beds of the carboniferous limestone—a situation where the experience of all geologists precludes its existence.

In fine, wherever I looked around me, I saw grounds for concluding that even a partial knowledge of physical and chemical principles would lead to more successful results; and looking upon my present and late districts as specimens of Irish industrial knowledge, at least in the South and West (with of course some bright exceptions), I concluded that this want of acquaintance with the elementary principles was one of those giant evils which lay Ireland prostrate and deprive labour of its reward; and when I reflected upon the short time during which the trained teachers had the good fortune to hear the lectures and witness the experiments of the able Professor of Physics to the Board, I felt even still more the necessity for giving such instructions on these subjects to the Pupil-Teachers as would do them important service as men and teachers, should they ever be sent to the Normal School of the Commissioners, and which would prepare the soil of their minds for the good seed which the able Professor of Natural Philosophy would spread broadcast upon it, and thus enable it to “take root and yield abundant fruit,” when otherwise it might have “fallen on the highway and perished.”

Such were the motives which induced me to give instruction to the Pupil-Teachers, who were immediately to go out on the teaching mis-

ation, and the same reasoning was equally cogent in favour of the advanced class of pupils, since from them the Teachers of National Schools are usually selected.

It may be said that our Fifth Book of Lessons gives the principles of Mechanics and of these subjects generally. It does in part, but not at all in sufficient detail, particularly as to Chemistry; and all Inspectors know how few schools have a fifth class; and even if read, it makes no impression, because not verified by experiment. Never was there a truer maxim than that of Rouelle, "*Nihil est in intellectu quod non prius fuerit in sensu.*" Again, it scarcely touches on the arts or manufactures at all, and such as it treats of are occasionally incorrect—witness the manufacture of glass and salt; whilst it descends into the theory of Geology to an unnecessary extent: for all the practical applications of this science may be taught as truths, the result of experience, independent of any theory as to the age of the world, against which some have raised objections which, although groundless, need not be evoked.

Professor M'Gauley's work treats of nearly all these subjects, and is capable of doing all that a *book* can do, but it is in the hands of a few only.

Having thus expressed my opinion of the importance of Physical Science to a Nation situated as Ireland now is, I beg to express my earnest hope that the Government of this country, who have placed here, as representative of our Gracious Queen, a nobleman so remarkable for his zeal in the diffusion of sound principles as fulcrums on which the industrial levers are to be placed, destined I hope to raise our at present ill-fated island, will not permit the present opportunity to pass without enabling the Commissioners of Irish National Education to institute such a system of practical instruction in the elements of Physics as would prove it to be a recognised branch of National Education, taught to the Pupil-Teachers and the highest class in every Model School, and ultimately lead to its being in like manner taught in every National School, those subjects being selected in the minor schools which the circumstances of each locality may render most suitable. Thus, in large towns might be taught Mechanics, Hydrostatics, Pneumatics, and Chemistry, as applied to the Arts; in rural districts devoted to Agriculture, Agricultural Chemistry and Geology; in Mining districts, Practical Geology and Mineralogy. And to effect this object, I beg to recommend that a Course of Lectures be delivered at each of the Model Schools once in each year, by some competent person selected for the purpose, of whom several are known to the Board of Education—as their own Professor, Dr. Hodges, Professor of Agriculture, or such other person as may be familiar with public lecturing, and with the manipulations necessary for the illustration of these subjects; and that arrangements be made for insuring, through the medium of some of the staff of each school, permanent instruction on the same subject. Under such a system acting in all the Model Schools, a body of teachers would arise whose numbers would

soon equal those trained in the Normal Schools of the Commissioners under the Professor of Natural Philosophy, whose services would be thereby rendered much more effective, from the fact that the teachers committed to his charge would have been prepared for his instructions, both while pupils in the Model-School, and subsequently as Pupil-Teachers in the same; for I have no doubt whatever, that the cause which has hitherto so much retarded the progress of teachers in this subject at the Normal Schools, is their previous unacquaintance with it.

Nor do I expect any serious opposition to the plan now proposed, on the ground of its interference with the usual studies of the pupils; since it is not proposed to give it except to those who have made a reasonable proficiency in the subjects usually studied by a Fourth Class, and since to pupils so prepared for it, the small time occupied by it would yield a much more profitable return than could otherwise be obtained.

I cannot conclude without expressing my obligations to the Head Inspector, to whom, jointly with me, is committed the charge of the Clonmel Model Schools (J. W. Kavanagh, Esq., whose zeal in his own department is unbounded, and his attachment to industrial movements, based on sound principles, great) for the encouragement which he gave me to institute this course of instruction, and afterwards to pursue it under pressure of official duties, to which, without such encouragement I would in all probability have yielded, my experimental illustrations being often prepared at night (for the lecture of the ensuing day), and this usually after a long day's journey, on my return from a week's sojourn in a distant part of my district.

I have also to express grateful obligations to the Resident Commissioner, Finance Committee, and Secretaries, for the favour which they have extended to this branch of instruction in my district, and am happy to state that I believe it to have the approval of the majority of the Head Inspectors, as well as the Inspector of Agriculture, and have chiefly to regard that, owing to extreme pressure of official business, I have been occasionally unable to lecture even two hours weekly on this subject. I need not, therefore, say that the entire of the subjects enumerated as part of my course have not yet been lectured on, as the whole time so spent would scarcely equal a fortnight's continuous teaching. I am bound, however, to express my surprise under the circumstances, at the great amount of correct information possessed by the Pupil-Teachers and pupils of the Fourth Class on Chemistry, Practical Geology, and Mineralogy; of the principles of many of the most important instruments used in Optics, Hydraulics, and Pneumatics, as evinced by their answering at one public and several private examinations, some before the Head Inspector of the Southern districts; and one of them had the honor of being examined in presence of the Resident Commissioner. And whilst such answering is highly gratifying to me personally, as showing that my labours have not been given in vain, I receive it as no doubtful omen of the success which would attend the more general

456 *Appendix to Seventeenth Report of Commissioners.* [1850.]

diffusion of instruction of so practical a character, and so greatly needed at the present crisis.

I should have added that the staff of the Clonmel Model School is organized for making this instruction much more effective if it were deemed advisable to grant the necessary time; and I have much pleasure in bearing testimony to the willingness with which the Master and Assistant-Master have assisted in carrying out my views, as well as to the great success which has attended the study of the Assistant-Master and of Charles Patterson, one of the Pupil-Teachers (particularly of the latter) in these departments, and have the honor to be,

Gentlemen,

Your most humble and obedient servant,

EDWARD S. CLARK, District Inspector.

APPENDIX F.

REPORTS of HEAD INSPECTORS on the propriety of Establishing MARITIME SCHOOLS in connexion with the NATIONAL SCHOOLS.

NO. I.—REPORT of EDWARD BUTLER, ESQ., A.M., HEAD INSPECTOR of NATIONAL SCHOOLS.

Trim, 9th December, 1850.

GENTLEMEN,—In compliance with the instructions contained in your letter of the 24th of September last, regarding the Evening Schools which it is the intencion of the Commissioners to establish in seaport towns, I beg leave to submit the following observations.

Preliminary Inquiries necessary.—In the first place, and previous to any further step, it seems to me desirable to have inquiries made in the leading seaport towns by an officer appointed for the purpose by the Commissioners, to ascertain what facilities they afford for the establishment of the contemplated schools, the number and the general character and habits of the persons likely to frequent them, as well as the nature and extent of the co-operation and supervision to be expected from the local parties interested in the welfare of the seafaring population.

Until some specific information is obtained on these points, any scheme that may be proposed for the conduct of such schools cannot but be of a very unsatisfactory and vague description. Much valuable assistance may be expected from the local Marine Boards recently appointed in Dublin, Cork, and Belfast, under the "Mercantile Marine Act" of last session; and in other seaports from the officers named by the Board of Trade to carry out the provisions of this act. It may, perhaps, be advisable to see whether or not these schools should in any way be connected with the "Sailor's Homes," which are now founding in several parts of the kingdom. In all cases the clergymen of the different religious persuasions should be consulted, and invited to take an active part in the superintendence of the schools, when opened.

Places where inquiries should be made.—Besides the three cities above named, the ports which, from their position, population, or shipping, will claim attention, in the first instance, are Galway, Waterford, Limerick, Newry, Londonderry, Drogheda, and, perhaps, Sligo, Wexford, and Ross.

Good Salaries should be offered.—The main difficulty will be, I apprehend, to procure persons competent to conduct these schools with the requisite energy and efficiency, unless the salary is fixed at a much higher rate than that given to ordinary National Teachers. I believe that very few, if any, of the schoolmasters under the Board would be found in all respects qualified for their management; and, besides, the teacher of a large day school will not be able to discharge effectively the important and very peculiar duties of the class of schools under contemplation. Either the day school or the evening school will, from the very force of circumstances, be neglected. It will not, however, be

necessary, nor is it desirable, that the whole salary be paid by the Commissioners : a portion of the fees received from the pupils should be assigned to the teacher, who would thus take a greater interest in rendering his school so efficient as to attract a large number of pupils.

Selection of Teachers.—As to the selection of the teachers, the following mode will, I conceive, be found the most eligible and practicable. When the inquiries already referred to shall have been made, and certain places fixed upon in which to open these schools, a public notice to that effect should be put in the papers, stating the general nature of the intended schools, the emoluments proposed to be given, the qualifications required, and calling upon such persons as may be willing to undertake the charge of these schools to forward to you their testimonials of character and competency. These documents would then be referred to the officer of the Board under whose immediate superintendence these schools would be placed, and who would have associated with him for this occasion a person experienced in naval matters—one of the “Examiners” appointed under the “Mercantile Marine Act” would most likely consent to act in the matter. To these persons would be entrusted the duty of ascertaining the merits of the several candidates, and of recommending to the Commissioners those whom they would judge best qualified for the situation.

In order to determine, in a satisfactory way, the respective merits of the candidates, it will be necessary to examine them both *visà voce* and by means of papers to which written answers will have to be returned : by the former examination their practical knowledge of seamanship, as well as their facility to communicate what they know, will be the better tested ; and the latter will serve to show the extent to which they are acquainted with the scientific portion of the subjects they will have to teach.

General regulations and course of study fixed after the appointment of teachers.—When the teachers are appointed, the general regulations concerning the conduct of each school can be framed, and the course of study to be pursued in each laid down. It may, and most probably will be requisite to vary these to suit the requirements of the several localities ; and it seems to me needless to speculate at present on these subjects in the absence of all special information.

The schools should be called “Marine Schools.”—In conclusion, I beg to suggest that for the contemplated schools the term “Marine” will be a more correct and appropriate denomination than “Maritime.”

I regret exceedingly having delayed so long replying to your communication ; but the business upon which I have been engaged since it was forwarded to me, so engrossed my attention that I found it impossible to devote any time to the consideration of the subject you referred to.

I have the honor to be your obedient servant,

EDWARD BUTLER.

* To the Secretaries,
Education Office, Marlborough-street.

No. 2.—REPORT of W. M'CREEDEY, Esq., HEAD INSPECTOR of NATIONAL SCHOOLS.

Dublin, 24th November, 1850.

GENTLEMEN,—It is with extreme satisfaction that I have learned the determination of the Commissioners, referred to in your letter of the 24th of September, to establish evening schools of a maritime character in some of the seaports of our country. There is no more interesting class in the community than the men of our commercial marine, nor any whose educational wants have hitherto been so much neglected; and I feel certain that the step now contemplated by the Board will be hailed with delight by the merchants and traders of our great maritime towns, and has only to be announced to the public in order to secure for it the most cordial and efficient support.

The following brief suggestions as to the mode of conducting such schools are submitted to your consideration :—

1st. It appears to me desirable that, at the outset, such establishments should be confined *exclusively* to our largest and most flourishing seaports—as, for example, Londonderry, Belfast, Dublin, Kingstown, Wexford, Waterford, Cork, Galway, and, perhaps, Sligo.

2nd. That the attendance should be confined exclusively to seamen, or such as are preparing for the sea, and the course of instruction restricted to the following :—

Writing.

Arithmetic.

Mapping.

Geography (in its 3 divisions).

Astronomy and Use of the Globes.

Navigation.

It is, perhaps, questionable whether writing or arithmetic should be admitted, as it is to be presumed most who would offer would be tolerably instructed in these, or, at least, could receive instruction in them at other schools; but I certainly think reading, with spelling, grammar, &c. should be entirely shut out, otherwise these institutions, meant, as I understand the matter, to be altogether of a special character, by being made to embrace too much, would fail to do that *well* for which they were principally intended.

3rd. As none but men of very superior attainments could be at all qualified for such institutions, I would propose that the salary should be fixed at a respectable amount—say £60 per annum, exclusive of the fees; and that, as the knowledge required is of a special character, none should be appointed without having previously undergone a thorough examination, both written and oral, before a board of Examiners, consisting of the Professors and two Head Inspectors, or of two Head and two District Inspectors.

4th. The site of the schools should, in every case, be as near the quay as possible, the rooms well furnished with maps, globes (both terrestrial and celestial), sextants, quadrants, chronometers, and all other

instruments necessary to the perfect teaching of the course, liberally supplied, and all of the best makers.

In conclusion, I would further recommend, that the Ballast Corporations of the several towns above mentioned, or those of them in which it is intended to begin the establishment of the schools in question, should be communicated with, and their aid and co-operation invited by the Commissioners.

I remain, gentlemen, your obedient servant,

W. M'CREEDY.

To the Secretaries.

No. 3.—REPORT ON MARITIME EVENING SCHOOLS, by JAMES W. KAVANAGH, Esq., Head-Inspector of National Schools.

Dunmanway, Dec. 4th, 1850.

GENTLEMEN,—I beg leave to submit for the consideration of the Commissioners, the following Report on the expediency and means of establishing Maritime Evening Schools in connexion with the Board.

The subject of Evening Schools, generally, engaged my attention so far back as the year 1840, and in the next year I addressed a letter on the subject to the late Right Hon. A. R. Blake, which letter is yet in the Dublin Model Schools. I then proposed to have the Schools in Marlborough-street opened for the instruction of the operative classes in the Evenings. Since that period I have carefully watched the working of Evening Schools both in this country and in England, and so far as my observation has gone, they have not proved successful in Ireland. The causes of this I shall endeavour to trace in a future letter, confining myself for the present to the declaration, that my confidence in their utility and practicability is quite undiminished, notwithstanding the results.

Next after agriculture, the chief sources of employment are manufactures, the fisheries, and sea-faring. Evening Schools are suited to the instruction of operative mechanics, and those engaged in factories as one kindred class; and to those engaged in the fisheries and in shipping as another. With the latter we are now concerned. The design in view in establishing Evening Schools for either class is to furnish technical, special, or *professional* instruction, peculiarly suited to make the man a better mechanic or a better sailor. Its immediate object is to increase and extend the elementary instruction which may have been received in early life, and to superadd thereto *special* acquaintance with the principles and processes which directly bear upon, or enter into ordinary daily occupations. I am not aware that any institution of the kind for nautical purposes exists in Ireland, certainly there is none in Leinster, Munster, or Connaught. There are one or two private schools in Dublin, and a few in Cork in which Navigation is taught. They are also day-schools of a respectable character, the fees being very high. The elementary course of Mathematics requisite for the study of Na-

vigation is taught in about *ten* of the National Schools of my province, and in my report for 1848 (see Fifteenth Report of Commissioners) will be found a recommendation to supply each of these with a Treatise on Navigation, together with a case of Mathematical Instruments. I saw the importance of the subject now taken up by the Commissioners, and endeavoured to engraft it as far as possible on such of the ordinary schools as seemed best suited to the purpose.

The mathematical knowledge desirable, but not to the entire extent necessary, preliminary to the study of Navigation, is*—

I. 1st. A *thorough* knowledge of the common rules of Arithmetic, including those of Vulgar and Decimal Fractions, Involution and Evolution.

2nd. An acquaintance with algebraic notation, and with the ordinary processes of Algebra.

3rd. To know a few books of Euclid—1st, 2nd, 3rd, 4th, and 6th.

4th. To know *at least* Plane Trigonometry, and, if possible, the elements of Spherical Trigonometry.

5th. A thorough practical, as well as theoretical, acquaintance with Logarithms, not only of trigonometrical lines, but also of common numbers and quantities generally.

II. And in addition an acquaintance with the following Instruments:—

6th. A practical and familiar acquaintance with the following *Drawing Instruments*:—Compasses, plain, proportional, and triangular; Scales, plain, diagonal, protracting, Gunter's; the Sector and Vernier.

7th. The correct adjustment and practical application of the Quadrant, the Prismatic Compass, Box Sextant, Hadley's Sextant, and the Artificial Horizon.

The required apparatus and requisites, including a few Books for the Master's own study, to teach *Practical Navigation* would be—say 40 to 60 pupils—

Books.

10 Treatises on Arithmetic.

10 do. Algebra.

6 do. Trigonometry.

16 Treatises on Navigation—6 Norrie's, 2 Admiralty's, 6 Weale's Series, and 2 Raper's.

10 Tables of Logarithms, Babbage's, Hutton's, and also Law's.

2 Barlow's Tables of Squares and Cubes.

* See Appendix A, containing the Programme of Qualifications required under the recent Regulations (Act 18 and 14 Vict. Aug. 1850) of the Board of Trade for Certificates of competency to Mate, &c., at the Masters' Examinations by the Local Marine Board, Dublin. They are lower than might be inferred from my report, but in the Memorandum it is intimated that "*it is the intention of the Board of Trade to raise the standard in the course of time.*" See also Appendix B, showing the qualifications required of Marine Cadets for her Majesty's Navy under the Minutes of the Lords of the Admiralty.

- 2 Sims on Mathematical Instruments, and 4 Do. Weale's Series.
- 6 Nautical Almanac for each year.
- 2 Keith on Globes.
- 2 Brinkley's Astronomy.
- 2 Herschell's Introduction to Astronomy.
- 4 Admiralty's Manual of Scientific Inquiry.
- 2 Griffin's Chronometer's Companion.
- 2 Somerville's Physical Geography.
- 2 do. Connexion of the Physical Sciences.
- 2 Natural Philosophy.
- Maps, Charts, and Nautical Tables.
- Compasses, sorted; Drawing Apparatus, Drawing-pens, &c.
- Scales—Plain, Diagonal, Gunter's, and Sector.
- T squares and protractors.
- 10 Drawing-boards, sized; and Black-boards.
- Drawing Paper, Pencils, &c., &c.
- Nautical Instruments.
- A Pair of Globes.
- A few Lenses.
- An Artificial Horizon.
- A Prismatic Compass.
- A Quadrant.
- A Box Sextant.
- Hadley's Sextant.

The rough estimate for the preceding may be set down—

Books,	£20
Drawing Apparatus,	8
Nautical, &c., Instruments,	32
	<hr/>
	*£60

It is to be recollected that, with the exception of the drawing materials, and a trifling yearly outlay for repairs, this set of books and apparatus would last with ordinary care for 10 years.

There is no master that I know in the Board's service fully qualified to enter at once on the charge or direction of a Nautical School.† I would suggest that the Professors and the Head-Inspectors be directed to name those teachers who, most distinguished for mathematical and other

* The Maritime Schools would consist of four classes—each of the First Class, and of which there would be only a few, would require the entire of this outfit; Schools of the Second Class would require an outfit for each amounting to £30; those on the Third Class to £15 each, and those on the Fourth to get a grant of Books and a few cases of Drawing Instruments amounting to £5.

† See Appendix C, containing the Programme of Qualifications required by the Admiralty from Candidates for the appointment of Naval Instructor to the Marine Cadets. This, of course, is somewhat higher than what would suffice for a teacher for the Mercantile Marine.

kindred attainments, seem to them best adapted for the proposed situations. That a few more than the required number of these teachers be brought to Dublin for Special Training, and that, in addition to instruction by the Professor of Mathematics, the Commissioners procure through the Admiralty the services of an experienced and able naval officer to instruct in the principles of practical seamanship, the use of instruments, and the technical terms and details of ship-craft, &c., and that all the manipulation be learned *on board ship* in Kingstown or elsewhere. The theoretical and practical training would probably require a period of not less than three months.

I recommend that the proposed Maritime Evening Schools be engrafted on ordinary Day National Schools in the principal maritime towns, and if no Day National School exists in any town in which it is desirable to establish such Evening School, that one be forthwith established. *At present* I cannot lead the Commissioners to hope that any Evening School unconnected with a Day School would be successful.

I beg leave to recommend the following scale of salaries to the teachers of Evening Maritime National Schools:—

1. Masters of Maritime Evening Schools in *first-class ports*, £60 per annum; these to hold no situation as master or assistant in a Day School.

2. Masters of Day National Schools and Evening Maritime School in 1st class ports (*with assistant* in Day School) £30 per annum.*

3. Masters of Maritime Evening Schools in *second-class ports*, £50 per annum, to hold no situation as master or assistant in a Day School.

4. Masters of Day National Schools and Evening Maritime Schools in second-class ports, (*with assistant* in Day School) £20 per annum.

5. If, on the Certificate of a Head and of the District Inspector, it appears that any Master is competent to instruct in the course of Mathematics here pointed out, together with the practical application of same to Navigation, and having the charge of a National School within 5 statute miles of the sea coast; if it appears from the report of the District Inspector that not less than *five pupils* therein are at an average under instruction in Navigation, and fairly taught, he shall be entitled to £5 per annum, in addition to the salary annexed to his class.

Ports of First-class are—1. Dublin; 2. Belfast; 3. Cork; 4. Limerick; 5. Waterford; 6. Londonderry.

* It is highly injudicious and open to most serious objection to sanction any arrangement which would have the one Master conduct a Day and an Evening School. The labour is too great for any constitution to long endure, provided ordinary diligence and efficiency are attempted. With the means at the Board's disposal necessity obliges them however to assent to it. See Appendix D containing an extract from the Minutes of the Committee of Council on Education, England, dated March, 1851, on this subject.

Ports of Second-class are—7. Dundalk ; 8. Newry ; 9. Galway ; 10. New Ross ; 11. Sligo.

Ports of Third-class are—12. Wexford ; 13. Drogheda ; 14. Westport ; 15. Coleraine ; 16. Baltimore or Skibbereen ; 17. Tralee.

In Ports 1, 2, 3 and 4, the Master of the Evening School should hold no other office ; in 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13, the master might hold both a Day and an Evening School ; in 14, 15, 16, and 17, Rule 5, page 465, might be extended to ten pupils, and £10 per annum to each school.

I have no hope that any scheme less liberally supported will succeed. With such of the present race of sailors as have reached manhood little can be done ; their opportunity has passed away, and it is next to idle to hope that many of them have either taste or time, when in port or on shore, to proceed to remedy the defects of their elementary education, in order to enter on the study of Navigation. When it is considered the thorough acquaintance with a general course of Elementary Mathematics required before entrance on the specialities of the science of Navigation, it is obvious that no few weeks in port, no diligence how great soever, could remedy the absence or backwardness of this course. The idea of such an attempt is graphically and humorously given in a lecture, delivered by a gentleman long and honorably connected with an institution in one of the English sea-ports :—

“The sailor’s life and misfortunes exhibit the same necessity for scientific knowledge and the same want of it. When a boy is too disobedient to be governed at home, too inattentive to learn at school, and too idle to work at ‘a place,’ he is then qualified for sea. He perhaps learns whilst *at sea* that a knowledge of navigation would be useful, and he resolves to redeem twelve or thirteen lost years of his life by the desperate efforts of a month. He betakes himself to the Mechanics Institution and something like the following dialogue takes place in the mathematical department :—

“Teacher.—What do you wish to learn ? Sailor.—Double altitudes and lunars.

“T.—You understand Trigonometry ? S.—No !

“T.—Do you know anything of Geometry ? S.—No !

“T.—Do you understand decimals ? S.—No !

“T.—What *did* you learn when you went to school ? S.—I think I went as far as multiplication.

“The poor fellow, now nineteen or twenty years of age, is placed in a class of little boys to begin his education anew ; he wets his thumb and counts over 211 pages of ‘Melrose’s Arithmetic,’ looks at the thickness of ‘Norrie’s Navigation,’ thinks of his five months voyage and three weeks in port, and abandons the hope of learning navigation for ever.”

In the deep-sea fisheries alone there were 70,011 men and boys engaged last year ; if the younger members of this force had

opportunity of learning Navigation in the long periods of idleness to which they are often exposed, the navy (national and mercantile) would find in them excellent trained recruits, numbers of whom would undoubtedly rise to posts of emolument and responsibility. For the year ending January 5th, 1849, the number and tonnage of vessels from all parts that entered and cleared out from the Irish ports were—

Entered.			Cleared out.		
Vessels.	Tonnage.	Men.	Vessels.	Tonnage.	Men.
20,940	2,570,404	139,134	10,943	1,799,159	97,588

And, as over seven-eighths of these were British vessels, our unemployed able-bodied in the Irish ports have a fair chance of engagement in them as sailors. It is to be regretted, not only that few Irish sailors are employed in British vessels, but what is more to be deplored, of the following vessels registered in the ports of Ireland in 1848, the Irish sailors form but an inconsiderable fraction of their crews:—

Steam Vessels.		Sailing Vessels.		Total Men.
No.	Tonnage.	No.	Tonnage.	
106	24,681	2,246	245,061	15,000

That they are not employed, I ascertained from the owners and masters of vessels, and from persons extensively connected with the shipping interests in Galway, Limerick, Cork, Queenstown, Waterford, &c. I have, however, been assured that when the Irish sailors begin to succeed, they rise rapidly and become excellent seamen. And this testimony from mercantile men was further confirmed within the last week by the officers of the Admiral's flag-ship now lying at Queens-town (Cove).

I have selected these few items from a collection of statistics on this subject to show the excellent and useful field upon which the Commissioners are about to enter, and the vast amount of individual and national benefit which might arise from the training and instruction of even a few hundred lads each year for useful posts in the navy. But it is chimerical in the highest degree to begin otherwise than with the pupils of the Day School,* and selecting those of quickest mathematical parts, and having a sea-faring turn, follow up their instruction in the evenings. I have no doubt also that those young sailors engaged in the coast-trade, and who are thus often in port, would, if their previous education had been sound, follow up the study of scientific navigation by attendance at the Evening School.

I have had assurances of support and co-operation in seconding the design of the Commissioners from persons connected with the shipping interests or with the Corporations in Galway, Limerick, Cork, and

* See Appendix E. In Greenwich Upper School the age of the boys learning navigation is from 11 to 15 years.

Queenstown, and I have no doubt the Board of Admiralty and the several local Marine Boards would lend every assistance to carry out the scheme.

This report was hurriedly drawn up, but I beg leave to state that for the past months I have been collecting a mass of information on the subject, which, when arranged and methodized, will, I hope, prove useful.

I remain, Gentlemen, your obedient servant,

JAMES W. KAVANAGH.
Head Inspector.

MAURICE CROSS, Esq.,
JAMES KELLY, Esq.,

Secretaries, Education Office, Dublin.

APPENDIX A.

Local Marine Board for the Port of Dublin. Particulars of the Subjects in which Masters and Mates are to be examined previous to their obtaining their Certificates of Competency. Captain Maclean, R.N., Examiner.

N.B.—After the 1st day of January, 1851, no foreign-going* vessel will be permitted to clear out from any Custom-house in the United Kingdom without the masters and mates respectively being in possession of Certificates, either of service or of competency.

The examination required for qualification for the several ranks under-mentioned, are as follow :—

A SECOND MATE must be seventeen years of age, and must have been four years at sea.

In Navigation.—He must write a legible hand, and understand the five first rules of arithmetic. He must be able to correct the courses steered for variation and lee-way, and find the difference of latitude and departure therefrom ; be able to correct the sun's declination for longitude, and find his latitude by meridian altitude of the sun ; and work such other easy problems of a like nature as may be put to him. He must understand the use of the quadrant, and be able to observe with it, and read off the arc.

In Seamanship.—He must give satisfactory answers as to the rigging and unrigging of ships, stowing of holds, &c.; must understand the measurement of the log-line, glass, and lead-line ; be conversant with the rule of the road, as regards both steamers and sailing-vessels, and the lights carried by them.

AN ONLY MATE must be eighteen years of age, and have been four years at sea.

* By a foreign-going vessel is meant one which is bound to some place out of the United Kingdom, beyond the limits included between the river Elbe and Brest.

In Navigation.—In addition to the qualification required for a Second Mate, an only Mate must be able to find the place of his vessel at sea by the observed altitude of the sun, comprising the latitude by meridian altitude, and longitude by chronometer, and also by his courses and distances run from the place of departure. He must work a day's work complete, including the bearings and distances of the port he is bound to. He must be able to observe and calculate the amplitude of the sun, and deduce the variation of the compass therefrom. He must know how to lay off the place of the ship on the chart, both by bearings of known objects, and by latitude and longitude. He must be able to use a sextant, and determine its error, and adjust it.

In Seamanship.—In addition to what is required by a Second Mate, he must know how to moor and unmoor, and to keep a clear anchor; to carry out an anchor; to stow a hold, and make the requisite entries in the ship's log.

A FIRST MATE must be nineteen years of age, and have served five years at sea, of which one year must have been as either Second or only Mate, or as both.*

In Navigation.—He must be able to calculate the time of high water, from the known time at full and change; to observe azimuths and compute the variation; to compare chronometers and keep their rates, and find the longitude by them from an observation by the sun; to work the latitude by single altitude of the sun off the meridian; and be able to use and adjust the sextant by the sun.

In Seamanship.—In addition to the qualification required for an only Mate, a more extensive knowledge of seamanship will be required, as to shifting large spars and sails, managing a ship in stormy weather, taking in and making sail, shifting yards and masts, &c., and getting cargo in and out; and especially heavy spars and weights, anchors, &c.; casting ship on a lee-shore: and to secure the masts in the event of accident to the bow-sprit.

A MASTER must be twenty-one years of age, and have been six years at sea, of which one year must have been as first or only mate, and one year as second mate; or two years as first and only mate.†

In addition to the qualification for a First Mate, he will be inquired of as to the nature of the attraction of the ship's iron upon the compass, and as to the method of determining it. He must possess a sufficient knowledge of what he is required to do by law; as to entry, and discharge and the management of his crew; as to penalties and entries to be made in the official log. He will be questioned as to his knowledge of invoices, charter party, Lloyd's agent, and as to the nature of bot-tomry.

He must be acquainted with the leading lights of the channel he has been accustomed to navigate, or which he is going to use.

* Service in a superior capacity is in all cases to be equivalent to service in an inferior capacity.

† See Note, page 465.

AN EXTRA MASTER'S examination is intended for such persons as are desirous of obtaining command of ships and steamers of the *first class*, and will be held at the following ports only: London, Liverpool, Glasgow, Newcastle, Shields, Sunderland.

These Examinations are purely voluntary however; and a Master's ordinary Certificate enables him to command ANY ship.

Memorandum.—As the examinations of Masters and Mates are now, for the first time, made compulsory, the qualifications have been kept as low as possible; but it must be distinctly understood that it is the intention of the Board of Trade to raise the standard in the course of time, whenever, as will no doubt be the case, the general attainments of officers in the merchant service shall render it possible to do so without inconvenience; and Officers are strongly urged to employ their leisure hours, when in port, to the acquirement of the knowledge necessary to enable them to pass their examinations; and masters will do well to permit apprentices and junior Officers to attend schools of instruction, and to afford them as much time for this purpose as possible.

General Instructions.—Applicants for examination are required to give their names to the Shipping Master at this Port, at least three clear days (if possible), before the day appointed, otherwise delay may be occasioned to them; and all applicants are to bring with them their own books and whatever instruments they may possess, to assist them in the examination.

The Candidates will be allowed to work out the various problems according to the method and the tables they have been accustomed to use, and will be allowed five hours to perform the work; at the expiration of which, if they have not finished, they will be declared to have failed.

The examinations will commence at *half-past ten o'clock, A.M.*, on the 1st and 3rd Thursday in each month, and be continued from day to day until all the candidates whose names appeared upon the Shipping Master's list on the day of examination are examined.

The next examination will be on Thursday, the _____
_____ next, at the hour above mentioned.

Testimonials of character, sobriety, and trustworthiness will be required of all applicants, and without which no person will be examined; and as testimonials may have to be forwarded to the office of the Registrar-General of Seamen in London for verification, before any certificates can be granted, it is desirable that Candidates should lodge them as early as possible. Upon application to the Shipping Master, Candidates will be supplied with a form, which they will be required to fill up and lodge with their testimonials in the hands of the Examiners.

The fee for examination must be paid to the Shipping Master or the officer appointed *pro. tem.* by the Local Board to receive it. If a candidate fail in his examination, half the fee he has paid will be returned to him by the Shipping Master on his producing a document which will be given him by the Examiner.

The following are the fees to be paid by Applicants for examination:—

Second Mate,	. £1	0	0
First and only Mate, if previously possessing an inferior certificate,	. 0	10	0
If not,	. 1	0	0
Master, whether Extra or Ordinary,	. 2	0	0

Dublin Local Marine Board,

Sailor's Home, Sir John's-quay.

2nd January, 1851.

APPENDIX B.

Plan of Examination of Candidates previous to admission as Marine Cadets on board Her Majesty's Ship "Excellent," as directed by the Lords of the Admiralty.

First four rules of Arithmetic and Algebra, Tables of Weight, Measure and Money, Reduction, and Rule of Three.

To write correctly from dictation.

Examinations to be made at the College subsequent to entry as Marine Cadets.

1st. Half-yearly Examination:—

Arithmetic.

Algebra, up to Simple Equations.

Euclid, Books 1 and 2.

2nd. Half-yearly Examinations.

Arithmetic.

Algebra, including Simple and Quadratic Equations.

Euclid's Elements, Books 1, 2, 3 and 4.

Proofs of Rules in Trigonometry, and the Construction of Logarithmic Tables.

3rd. Half-yearly Examination:—

Arithmetic.

Algebra.

Euclid's Elements, Books 1, 2, 3, 4, and portions of Books 6 and 11.

Application of Trigonometry to the determination of heights, distances, &c., with the use of Logarithmic Tables.

4th. Half-yearly Examination:—

Arithmetic.

Algebra.

Euclid's Elements.

Trigonometry, Theoretical and Practical.

Mensuration of Planes and Solids.

Problems in Gunnery.

No Candidate to be allowed to remove to the Royal Naval College until his first year on board the "Excellent" has expired: at the end of which time, if he pass a satisfactory examination in the whole of the course proposed, he may *commence study* there.

By command of their Lordships,

R. MORE O'FERRAL

APPENDIX C.

Extracts from the Regulations of the Admiralty for the Qualification of Naval Instructors, established by Orders in Council of the 22nd December, 1836, 10th August, 1840, and 11th March, 1842.

No person will be considered eligible for a Warrant as Naval Instructor who is under twenty years of age or more than thirty-five.

Before any person can hereafter be received on board Her Majesty's ship "Excellent" as a *candidate* for an appointment as Naval Instructor, he will be required to produce a certificate of his age, and testimonials of good character; and both laymen and clergymen when appointed to act as Naval Instructors must pass an examination as to their qualifications to instruct the young officers in the following branches:—

- 1st. Common Arithmetic, including Vulgar and Decimal Fractions.
- 2nd. The first six and the eleventh books of Euclid.
- 3rd. Algebra, progressing to the highest order of Equations, and its application to the solution of Geometrical Problems.
- 4th. Plane and Spherical Trigonometry, Theoretical and Practical.
- 5th. Nautical Astronomy, particularly the principles on which the various rules for finding the latitude and longitude are founded.
- 6th. Mechanics.
- 7th. Hydrostatics.
- 8th. A competent knowledge of the Classics.

The final examination of Candidates for Naval Instructorships will comprise:—

- 1st. The usual college passing examination in Navigation.
- 2nd. The application of the theory of Projectiles to Gunnery.
- 3rd. Observations with the Sextant, &c. The use of the Azimuth Compass and Chronometers, &c. Perfect proficiency will be expected in observing: 250 numbers will be required to pass a candidate in the college paper, and 55 is to be the minimum number for observations.

Although the knowledge of French, as well as of other modern languages, and of the principles of drawing, is not considered as indispensable, it is very desirable that Naval Instructors should be able to give instruction in these branches of education; and preference will always be given to such as possess these attainments.

No Naval Instructor who shall retire from his employment without

the approbation of the Lords Commissioners of the Admiralty, or who shall refuse or avoid service if found capable of serving, shall be allowed to receive half-pay; and his name in such case will be removed from the list of Naval Instructors.

The Naval Instructor is to be considered in all respects a Ward-room Warrant Officer.

By command of their Lordships,

SIDNEY HERBERT.

APPENDIX D.

The London Diocesan Board of Education having, by letter of Jan. 21st, 1851, applied to the Committee of Council on Education for aid towards the establishment of Evening Schools, their Lordships replied (March 8th, 1851), favorably to the application, recommending however that separate Teachers should be engaged in the Day and in the Evening Schools. In their Lordships' reply the following most judicious observations occur:—

“An elementary, or even a secondary, school for the poor, differs essentially from schools where the children of opulent parents are sent to be educated. In schools of this latter kind, little more is done by the teacher in school-time beyond hearing the scholars repeat, and beyond examining them upon, the lessons which they are presumed to have learnt elsewhere. But in a school for the poor there is very little, if any preparation of lessons. *The whole work of the school has to be done in the school-hours, and the teacher, instead of having merely to ascertain what the children have learnt, has to be actively and positively teaching them from first to last. Six hours of such labour daily, with another hour and half devoted to pupil teachers, and the time needed for private study, form a task which few constitutions, even of the strongest kind, can continue to fulfil without suffering. To add to this routine of labour, the charge of an evening school can end only in exhausting or driving away the teacher.*”

APPENDIX E.

Qualifications for the Upper School of the Royal Hospital, Greenwich.

This school now comprises two classes of candidates.

1st. 100 Sons of Commissioned and Ward-room Warrant Officers of the Royal Navy and Marines.

2nd. 300 Sons of Officers of the above or inferior rank, and of the Private Seamen and Marines who have served, or are serving, in the Royal Navy; and of Officers or Seamen of the Merchant Service.

The whole 400 Boys are subject to the same regulations as to education, diet, clothing, discipline, and destination.

Every candidate must have attained the age of ten and not exceed eleven years, and be free from any impediment of speech or other infirmity of body or mind—be able to read fluently, to write small text well, and to work the first three rules of arithmetic with facility and accuracy.

The Education in this school is confined to Mathematics and Navigation, with a proper regard to Religious Instruction.

The construction of Charts upon Geometrical Principles is the only branch of Drawing taught in the school.

At the age of fifteen (or sooner if the usual course of Education is completed), all the Boys in the Upper School shall be sent to sea, either in the Royal Navy or Merchants' Service, or otherwise disposed of as may be determined.

NO. 4.—REPORT OF JAMES PATTEN, ESQ., M.D., HEAD-INSPECTOR
OF NATIONAL SCHOOLS.

Letterhenny, 7th October, 1850.

GENTLEMEN,—In reply to your letter of the 24th ultimo, which has reference to the proposed Maritime Evening Schools, I beg to state, as my opinion, that schools of this nature are calculated to do much good, and likely to meet the peculiar requirements of a class of persons hitherto much neglected.

These schools might be conducted on the same plan as the ordinary Evening Schools already established in some towns. The instruction to be given, I think, should be confined to reading, writing, arithmetic, geography, and navigation, the two latter branches to hold a prominent place. Sligo, perhaps, is the only port in my district where the scheme could be attempted at present with any prospect of success. A great deal will depend on the selection of a competent teacher, who should be a person of considerable experience and acknowledged abilities.

I am, gentlemen, your obedient servant,

JAMES PATTEN.

To the Secretaries.

APPENDIX G.

Summary and Tables appended to a return made to order of House of Commons, dated 2nd April, 1850, requiring a list of the Vested and Non-Vested Schools under the National Board, on the 31st December, 1850, with the names and professions of their respective patrons or correspondents.

VESTED SCHOOLS.

No. I.—SUMMARY in PROVINCES of the Number of Vested National Schools on the 31st December, 1850, showing the Number of School Houses Vested, the Nature of their Security, and the Number of School-Rooms with Roll Nos. in these Houses, and the Nature of Attendances in these Rooms.

VESTED SCHOOLS.

Provinces.	Number of School Houses Vested.						Number of School-rooms in Vested Houses.						Nature of Attendance in Vested School-rooms.				
	Leased.				Total No. of Houses held by Lessee Bonds.	Leased.			Total No. of school-rooms with Roll Nos. in houses held by Lessee or Bonds.	Mixed, attended by Males, Females, and Infants.	Separate.						
	To Commissioners.	Assigned to Commissioners.	To Trustees.	Total.		Held by Bonds.	Total.	Males.			Females.	Infants.					
Ulster,	78	36	242	356	28	884	104	47	318	469	34	603	250	125	123	5	603
Munster,	87	21	189	297	20	317	187	80	285	462	26	488	121	182	183	2	488
Leinster,	84	3	159	196	18	214	61	5	274	340	31	371	64	152	157	8	371
Connaught,	59	20	116	195	3	198	78	30	169	277	4	291	107	85	86	3	291
Total,	268	80	706	1,044	69	1,113	380	112	1,066	1,543	95	1,643	532	544	549	18	1,643

No. II.—SUMMARY in PROVINCES of the Number of Non Vested National Schools, on the 31st December, 1850.

NON VESTED SCHOOLS.

PROVINCES.	Number of School-rooms.				
	Mixed, attended by Males, Females, and Infants.	Separate.			Total.
		Males.	Females.	Infants.	
Ulster, . . .	1,035	136	190	7	1,368
Munster, . . .	294	129	153	10	566
Leinster, . . .	823	214	282	18	787
Connaught, . . .	237	42	56	—	335
Total, . . .	1,889	521	631	35	3,076

No. III.—SUMMARY in PROVINCES of the Total Number of School-rooms, with Roll Nos. in Vested and Non Vested Houses, on the 31st December, 1850.

VESTED AND NON VESTED SCHOOLS.

PROVINCES.	Total Number of School-rooms with Roll Nos. in Vested and Non Vested Houses, on the 31st December, 1850.				
	Mixed, attended by Males, Females, and Infants.	Separate.			Total.
		Males.	Females.	Infants.	
Ulster, . . .	1,285	261	313	12	1,871
Munster, . . .	415	311	336	12	1,074
Leinster, . . .	877	366	389	26	1,158
Connaught, . . .	344	127	143	3	616
Total, . . .	2,421	1,065	1,180	53	4,719

No. IV.—TABULAR RETURN, arranged in Provinces, showing the number of National Schools *Vested* in Trustees, or in the Board under the management of Clergymen, of Laymen, or of Clergymen and Laymen conjointly; distinguishing the Religious Denominations of the Patrons or Correspondents of those Schools which are under the sole management of Clergymen of one denomination.

Province.	Number of <i>Vested</i> Schools under							Suspended Schools, not struck off the roll.	Total number of <i>Vested</i> Schools.		
	Established Church.	Clerical Patrons, or Correspondents.				Lay Patrons or Correspondents.	Clerical and Lay Patrons, or Correspondents Conjointly.			Total Number under Clerical, Lay or Clerical & Lay Patrons, or Correspondents Conjointly.	
		Roman Catholic.	Presbyterian.	Dissenter.	Clergymen of different Denominations.						
											Total Number solely under Clerical Patrons, or Correspondents.
Ulster, .	25	287	36	-	4	352	125	26	503	-	503
Munster, .	5	381	-	-	-	386	65	37	488	-	488
Leinster, .	-	283	-	-	-	283	70	34	367	4	371
Connaught, .	4	101	-	-	2	107	147	17	271	10	281
Total, .	34	1,032	36	-	*6	1,108	407	114	1,629	14	1,643

* NOTE.—Of these, four are under the united management of Established Church and Roman Catholic Clergymen, and two under that of Roman Catholic and Presbyterian.

No. V.—TABULAR RETURN, arranged in Provinces, showing the number of National Schools *Non Vested*, under the management of Clergymen, of Laymen, or of Clergymen and Laymen conjointly; distinguishing the Religious Denominations of the Patrons or Correspondents of those Schools which are under the sole management of Clergymen of one denomination.

Province.	Number of <i>Non Vested</i> Schools under						Lay Patrons or Correspondents.	Clerical and Lay Patrons or Correspondents conjointly.	Total Number under Clerical, Lay, or Clerical and Lay Patrons or Correspondents conjointly.	Suspended Schools not of the Roll.	Total Number of <i>Non Vested</i> Schools.
	Clerical Patrons, or Correspondents.										
	Established Church.	Roman Catholic.	Presbyterian.	Dissenter.	Clergymen of different Denominations.	Total Number solely under Clerical Patrons or Correspondents.					
Ulster, .	65	441	428	7	1	942	402	24	1,368	-	1,368
Munster, .	12	458	1	-	4	475	103	8	586	-	586
Leinster, .	30	607	4	-	-	641	135	11	787	-	787
Connaught, .	6	240	6	-	-	252	77	6	335	-	335
Total, .	113	1746	439	7	5*	2,310	717	49	3,076	-	3,076

* NOTE.—Of these, four are under the united management of Established Church and Roman Catholic Clergymen, and one under that of Established Church and Presbyterian Clergymen.

No. VI.—TABULAR RETURN, arranged in Provinces, showing the Number of National Schools, *Vested* and *Non Vested*, under the Management of Clergymen, of Laymen, or of Clergymen and Laymen conjointly; distinguishing the Religious Denominations of the Patrons or Correspondents of those Schools which are under the sole management of Clergymen of one Denomination.

VESTED AND NON VESTED SCHOOLS.

PROVINCE.	NUMBER OF VESTED AND NON VESTED SCHOOLS UNDER									
	Clerical Patrons or Correspondents.							Lay Patrons or Correspondents.	Clerical and Lay Patrons or Correspondents conjointly.	Total Number under Clerical, Lay, or Clerical and Lay Correspondents conjointly.
	Established Church.	Roman Catholic.	Presbyterian.	Dissenter.	Clergymen of different Denominations.	Total Number solely under Clerical Patrons or Correspondents.	Clerical Patrons or Correspondents conjointly.			
ULSTER,	90	798	464	7	5	1,364	537	50	1,871	1,871
MUNSTER,	17	839	1	—	4	861	168	45	1,074	1,074
LEINSTER,	30	870	4	—	—	904	905	45	1,164	1,168
CONNAUGHT,	10	341	6	—	3	359	224	23	606	616
TOTAL,	147	2,778	476	7	11*	3,418	1,124	163	4,705	4,719

Suspended Schools struck off the Roll.

Total Number of Vested and Non Vested Schools.

* NOTE.—Of these, eight are under the united management of Established Church and Roman Catholic Clergymen, one under that of Established Church and Presbyterian, and two under that of Roman Catholic and Presbyterian.

MAURICE CROSS, } *Secretaries.*
JAMES KELLY, }

Education Office, Dublin, 17th July, 1851.

FOR H. M. STATIONERY OFFICE.

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ERRATA.

Page viii.—Second line from top, *for* 2nd April, 1850, *read* 2nd April, 1851.

Page 477.—First line, *for* 2nd April, 1850, *read* 2nd April, 1851.

END OF VOL. I.

